



Simmons College Catalog 1978|1979



Simmons College

1978-1979 Catalog

Calendar 1978-79

1978

AUGUST

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

SEPTEMBER

S	M	T	W	T	F	S
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
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OCTOBER

S	M	T	W	T	F	S
1	2	3	4	5	6	7
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

NOVEMBER

S	M	T	W	T	F	S
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DECEMBER

S	M	T	W	T	F	S
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3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

First Semester

August

28
29-31

September

1
4
5

6

October

9, 10

November

23-26

December

13
14, 15
18-20

Second Semester

January 22
January 23
February 19
March 17-25
April 16
May 8
May 9, 10
May 11, 14, 15
May 20

Freshmen arrive
Orientation

New student registration
Labor Day holiday
Upperclass registration and
check in
Classes begin

Columbus Day holiday

Thanksgiving recess

Classes end
Reading and review
Final Exams

Registration and check in
Classes begin
Washington's Birthday holiday
Spring Vacation
Patriots' Day holiday
Formal classes end
Reading and review
Final Examinations
Commencement

1979

JANUARY

S	M	T	W	T	F	S
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28	29	30	31			

FEBRUARY

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MARCH

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25	26	27	28	29	30	31

APRIL

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29	30					

MAY

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April 1978

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All requests for application forms or for information should be addressed to the Director of Admission, Simmons College, 300 The Fenway, Boston, Massachusetts 02115. All other requests should be directed to the Registrar, at the same address.

Statements in the Simmons College catalogs should be taken as the College's current determination of courses and programs, and tuition and fees as presently established. Admission to specific courses and programs will be dependent upon qualifications of students and the availability of instruction. Simmons College reserves the right to change its courses, programs, tuition and fees subsequent to the publication of this catalog.

Simmons College is an equal opportunity employer, in compliance with Title VI of the Civil Rights Act of 1964, and affirms that there shall be no discrimination against any individual because of race, color, creed, national origin, or sex in employment or retention. Our admission and financial aid policies are in compliance with the Education Acts of 1965 as amended in 1972 and 1976. Simmons College admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admission policies, scholarships and loan programs, and athletic and other school-administered programs.

Directory

Main College Building, 300 The Fenway, Boston
02115: 738-2000 after hours: 738-2277

Administrative Departments

Accounts Payable 738-2121
Admission 2107
Alumnae Affairs 2125
Archives 3141
Associate Dean 2114
Audio-Visual 2243
Bookstore 2212
Business Manager 2117
Cafeteria 2130
Career Planning/Counseling 2179
Comptroller 2121
Continuing Education 2141
Copy Center 2265
Credit Union 2260
Data Processing 2149
Dean 2105
Dean of Graduate Studies and
Program Development;
Coordinator of Social and
Professional Sciences 3127
Development 2131
Humanities Coordinator 2256
Library 2241
Library Security 3114
Maintenance 2140
Mary Garland Center 3160
Parking Control 2297
Payroll 2121
Placement 2115
President 2101
PRIDE 2131
Public Affairs 2128
Public Information 2124
Receiving/Shipping 2150
Registrar 2111
Science Center Security 2298
Sciences and Health Sciences
Coordinator 2191
Security Control 2277
Simmons Tennis 2297
Sponsored Programs 3126
Student Accounts 2121
Student Employment 2177
Student Financial Aid 2138
Summer Residence Halls 2285
Summer Session 2151
Supportive Instr. Services 2137
Treasurer 2121

Residence Campus Offices

Director of Residence 738-3115
305 Brookline Ave.
Director of Student Activities 3115
305 Brookline Ave.
Food Service 2246
84 Pilgrim Rd.
Health Center 2251
94 Pilgrim Rd.

Maintenance 2247
84 Pilgrim Rd.
Manager of Residence Halls 2248
321 Brookline Ave.
Pub 3136
54 Pilgrim Rd.
Security Control 2277
255 Brookline Ave.

Academic Departments

Afro-American Studies 738-3105
American Studies 2144
Art 2145
Biology 2191
Chemistry 2181
Stockroom 3146
Communications 2215
Economics 2161
Education 2157
Children's Literature Center 2258
Child Study Center 2262
Home Economics Education 3152
Special Education 3152
English 2143
Foreign Languages 2152
Government 2161
History 2161
Library Science:
Administration 2225
Admission/Registration 2264
Faculty Messages 2223
Library 2226
Management:
Graduate 3133
Middle 3133
Prince Retailing Program 2267
Undergraduate 2201
Mathematics 2166
Music 2147
Nursing 2206
Graduate Program 2255
Nutrition 2155
OPEN 2152
Philosophy 2164
Physical Education 2238
Physics 2169
Psychology 2171
Social Work 2293
Sociology 2160

Residence Halls

Arnold 78 Pilgrim Rd. 783-2273
Dix 30 Pilgrim Rd. 2275
Evans 305 Brookline Ave. 2291
Mesick 291 Brookline Ave. 2281
Morse 275 Brookline Ave. 2271
North 86 Pilgrim Rd. 2283
Simmons 255 Brookline Ave. 2285
Smith 54 Pilgrim Rd. 2287
South 321 Brookline Ave. 2289

The College

Simmons College is a private non-sectarian four-year institution serving some 1650 undergraduate women and 1000 women and men in graduate and related studies. It was founded at the turn of the century by a Boston businessman who had a novel idea about the higher education of women. John Simmons believed that women should be prepared for lifelong careers in the world of work and human affairs.

Simmons College was chartered in 1899. When it opened its doors in 1902, it was one of the first colleges in the nation, if not the world, devoted to the career education of women.

The Simmons idea is not novel today; indeed, its time has come. Since the early 1900s there have been dramatic changes in society's attitudes toward women and in women's perception of themselves and what they contribute in every field of activity. Simmons College has not only kept pace with these changes, it has helped to shape them in its classrooms, and by the example of its graduates in the careers they have undertaken and the leadership they have provided.

To be sure, Simmons was founded to prepare women for specific careers, either immediately upon graduation or following postgraduate education. But vocational training is not enough to equip Simmons graduates for the lives they may expect to lead. The Simmons philosophy of liberal education allows students to combine the liberal arts and sciences with professional preparation.

Simmons believes that this combination will make a graduate's employment more satisfying in itself, help her plan intellectual growth and advancement within her chosen career, and enrich her life outside of it.

The ways in which Simmons responds to these needs are detailed in this catalog. Flexibility and individual responsibility mark the curriculum. The courses and concentrations (or majors) listed here are suggestions, ingredients waiting to be combined. Simmons believes above all in individual program planning: Each student should be able to, and want to, create a program of study that is best suited to her.

A student may concentrate in a single discipline or professional field—English or education, biology or management. But undergraduates frequently combine concentrations, and the distinction between an academic and a professional field fades. Thus, a student may concentrate in English and communications, management and mathematics, biology and nutrition, and so on. Or she can create what is in effect a new concentration by combining groups of courses that have not been combined before or by inventing a new course tailor-made for her program.

Independent study is a central part of the Simmons experience. A low student-faculty ratio allows for individual attention; the professor will be closely involved in a student's work and she in her professor's. Most independent work comes in upper-class years, when a student has better defined the scope of her career interests.

The Simmons grading system reflects the emphasis on the individual: The College allows the student to choose between Pass-Fail evaluations or letter grades in each of her courses. Simmons tries to encourage students to develop their own approach to their work, to choose courses because they are interesting or important, and to meet standards of performance of their own making.

The larger community of metropolitan Boston is as important to Simmons students as the classroom, and much learning takes place off campus. Many of the departments include field work and internships as part of their regular course of study, or provide opportunities for field work which students plan themselves. The office of a business or financial enterprise, a publishing house, a government department, a hospital, or a welfare agency—any one of these may play a major role in a Simmons education.

In these and other ways, Simmons strives to help the individual find her place in the urban society of our time. The College is very much an urban institution, deeply involved in and committed to the solutions of the human problems of the city. While Simmons students go to the city to seek out opportunities for learning and service, Boston comes to Simmons—through programs which, for example, train teachers for work in inner-city schools and help mature women advance in the their jobs.

Even though Simmons and its students have chosen to remain an institution for young women, its program and location make for a variety of associations. Some Simmons students go to nearby institutions for courses and field work, male students from other colleges may take courses at Simmons, and many older women are enrolled in continuing education and professional programs at the College.

The City and Beyond

The College has limited formal cooperative relations with The School of the Museum of Fine Arts, The New England Conservatory, Hebrew College, Wheelock College, and Emmanuel College. Also, some Simmons departments conduct portions of their academic work at neighboring institutions—hospitals, for example. Finally, a student can make arrangements for work at still other Boston institutions as part of her Simmons program. All of these arrangements must have prior institutional approval.

Often Simmons students look beyond Boston for study opportunities. Under approved foreign study programs, students may earn credits for a prescribed course of study at a college or university overseas—taken over the span of a semester or a year. The College also participates in an exchange program with four other colleges throughout the United States.

Simmons students may also enroll in the Washington Semester of American University in Washington, D.C. Each year a limited number of qualified undergraduates, usually juniors, study government, public affairs, and international relations in the capital with a group of students from colleges all over the country. Often this experience opens the way to summer employment and possibly a career in public administration.

The College Community

Simmons students have become increasingly concerned with the affairs of the College and are examining in a variety of ways the principles by which the institution is governed.

Students are regular participants in formal and informal discussions with the President, other administrators, and the faculty. Students may also serve on faculty committees, working on problems of curriculum and college policy. And the various academic departments keep in touch with student opinion through liaison meetings.

Individual responsibility is the foundation of the Simmons community. The Honor System is based on the premise that everyone can uphold responsible academic and social standards of conduct without supervision. This means freedom in personal affairs; for example, there is no curfew, and students may have guests in dormitory rooms at times of their own discretion. A full description of the Honor System appears in the *Student Handbook*.

The student's enrollment at the College carries with it the expectation that she will abide by the Honor Code of Responsibility and accept the standards of conduct and scholarship established by the faculty, students, and administration. The College reserves the right to require the withdrawal of any student who does not maintain acceptable academic standing or modes of behavior.

Attendance and punctuality is expected at all classes. There are no established penalties for absences, but instructors are expected to take attendance into account in evaluating the student's achievement. The responsibility for notification of absence rests with the individual student, and she must understand that the instructor is not obligated to grant requests for make-up or supplementary work, regardless of the reason for absence.

The College's practice in regard to student record keeping is based on the provisions of the Educational Privacy Act of 1974 and is intended to be a safeguard against the unauthorized release of information. Students and their parents or guardians are notified annually of their rights under this law. Further information is available in the *Student Handbook*.

College appointments regularly take precedence over all other commitments, including outside employment, between the hours of 8:30 a.m. and 5:30 p.m. from Monday through Friday, inclusive, except on legal holidays. In addition, attendance may be

required at class meetings or examinations scheduled at times outside these regular hours (certain class meetings are held in the evening or on Saturdays).

An undergraduate student who withdraws from the College must notify the Dean in writing in advance. Students are urged to consult with their parents or guardians before making a decision to withdraw from the College.

Simmons College provides housing for full-time undergraduate students who are interested in living on campus. Rooms on the campus are reserved for the entire academic year, and unless a student withdraws from the College, she is expected to maintain her residence on the campus for the year. Any changes in room assignment or in residence during the year must receive prior approval from the Director of Residence. The College does not provide housing for married students, and permission to continue in residence following marriage must be secured from the Dean.

Full-time undergraduate students who wish to change their residence status after enrolling at Simmons must notify the Director of Residence in advance of the academic year. Students are urged to consult with their parents or guardians before making a decision to live off-campus.

All students who live on campus are expected to eat their meals at Bartol Hall at the regularly scheduled times. Special dietary arrangements are possible with the authorization of the College Physician.

Student Services

In keeping with its philosophy of individual study and career planning, the College maintains supplementary educational and personal services for its students.

The Deans' Offices are at the center of the student service organization. Their primary mission is to provide individual guidance for students and to share their ideas and concerns. In addition, the Dean and her Associate coordinate the activities of the other student services within the College. The Associate Dean also administers the Domestic Exchange Program and advises international students.

The Needham Career Planning and Counseling Center's staff offers personal and career counseling services to students who wish to discuss their concerns and interests with a trained counselor. Following an initial evaluation, the counselor may recommend either group or individual counseling. The Center also sponsors The Personal Development Series, a program of contemporary issues for women. To further assist students with their career and academic planning, the Center maintains an extensive file of career information, serves as a clearinghouse for volunteer and field work oppor-

tunities in the community, and publishes a Career Newsletter. All of these services are available on a confidential, no fee basis.

The Office of Supportive Instructional Services provides students with academic counseling at no charge. Services include skills screening and tutoring in all basic-level courses as well as many higher-level ones. Consultation with faculty and the coordination of academic programs are major responsibilities of the office.

The Office of Student Financial Aid tries to assist students who have financial needs. In addition, this office determines students' eligibility for work under various financial aid programs. (Simmons participates in the Federal College Work-Study Program which provides term-time and summer positions for eligible students.)

The Student Employment Office aids students seeking work on or off campus during the academic year and during the summer. Notices of available positions and other part-time job information are posted on the Bulletin Board outside the Office and in designated notebooks within the Office. Students interested in jobs and students who are eligible for the Federal College Work-Study Program should register their qualifications and needs with the Office. The Student Employment Office not only conducts workshops and seminars on resume writing and job hunting techniques, but also offers individual counseling for students who encounter difficulty in securing positions. In addition, the Student Employment Office serves as a liaison between the Massachusetts Internship Office and the College by housing the M.I.O. resource files of off campus learning experiences.

The Placement Office assists seniors, graduate students, and alumnae in finding permanent positions. Recommendations from the Simmons faculty and former employers are kept on file in this office and are available when needed to support new job applications. The Placement Office's library of career information is open to students and alumnae who wish to learn more about employment opportunities. For the benefit of students who plan to attend graduate school, the Graduate School Information Center in the Placement Office provides reference books, catalogs, test applications, and a directory of faculty advisers on graduate programs.

The Office of Residence provides services to enrich student life in the residence halls. Supervision and training of residence hall staff, room assignments and changes, and special campus programs are some of the responsibilities of the Director of Residence. The office also functions as a liaison between the residence halls, maintenance, security, health center, and dining hall.

The Office of Student Activities is located in Evans Hall, and handles all requests for use of residence campus facilities. A master calendar of events, resource materials, campus activity guidelines and policies, leadership training, and programming ideas are available from the Director.

Students interested in participating in Student Government, liaisons, clubs, organizations, policy committees and/or all-campus programs are encouraged to speak with the Director.

Health Services. Simmons has its own Health Center located on the residence campus. The staff includes the Director of Health, two other physicians, a consulting psychiatrist and a counseling psychologist, a consulting gynecologist, a consulting dermatologist, a roentgenologist, an X-ray and laboratory technician, and nurses. Physicians have daily office hours during the school year in the Health Center, which also houses an infirmary. Registered nurses are on duty 24 hours a day. The Simmons College Infirmary is licensed by the Commonwealth of Massachusetts Division of Hospital Facilities and is a cooperating member of the Massachusetts Hospital Service (Blue Cross).

All undergraduate students registering for a full-time program (12 semester hours or more) must file with the College physician a satisfactory certificate of health. The College provides the forms. A student returning to the College after an absence of a semester or more may be required to submit a new health certificate.

Students in the medical technology, basic professional nursing, and physical therapy programs may receive, at no cost, the immunizations required by affiliating hospitals and consistent with sound preventive health needs.

Students who have contacted any contagious disease, including severe sore throats or upper respiratory infections, should not return to College at the end of vacation unless they are admitted directly into the Infirmary.

A compulsory Health Fee of \$100 is required annually of all full-time undergraduates. This fee covers the use of the Simmons College Health Center clinic, laboratory and X-ray apparatus; visits to the staff doctors (see first paragraph); and a total of 30 days of in-patient care. Most illnesses are treated by the physicians at the Health Center.

The Health Fee **does not** cover charges for medication and prescriptions. Consultations and visits to physicians outside the Health Center, laboratory tests, or X-rays which the Health Center cannot provide (specialized tests or emergency procedures needed when there is no technician on duty) **are not** covered by the Health Fee. Expenses associated with severe illness requiring hospitalization are the responsibility of the individual. Since medical care in Boston is very expensive (beds in hospital wards are over \$100 a day; for the emergency room, \$35 is a basic charge), attention to the provision of adequate accident and illness insurance for each individual cannot be overemphasized. Students and parents should check with their own insurance providers and with information concerning a voluntary insurance plan which will be enclosed in the September term bills.

The Health Fee and insurance plan are optional for graduate and part-time (less than 12 semester hours) undergraduate students.

College Libraries. The Simmons College Library system consists of several major components. Beatley Library, the central, most diversified, and largest part of the College Library system, occupies the first and second floors of LeFavour Hall and includes a book and periodicals collection of some 200,000 volumes and a rapidly expanding collection of various non-print materials (recordings, video and audio-cassettes, etc.).

The Library's basic purpose is to serve the academic research and study needs of the College's faculty and students, and to that end the Library staff continually seeks to acquire, arrange, and make available materials to most effectively serve those widely varying needs. At the same time, however, the Library hopes to provide for some of the College community's non-academic interests: hence the frequently up-dated "Browsing Room" Collection and a policy of welcoming student and faculty requests for new books, journal subscriptions, and other library materials.

Some special features of the Library are its comprehensive Reference Collection, a Women's Collection, a newly-established collection of school curriculum materials, and a fast-growing Juvenile Collection.

Audio-Visual Center services are available to all students and faculty and offer a wide variety of instructional services, including the supervised teaching of multi-media procedures.

The College Archives houses a collection of historical materials relating to the College and to the education of women.

The Graduate School of Library Science has an important and specialized collection of materials devoted to librarianship; this collection is located on the fourth floor of LeFavour Hall. The Graduate School of Social Work (located not on the main Fenway campus but at 51 Commonwealth Avenue in downtown Boston) maintains a separate library of materials dealing with social work and some related topics.

The Simmons College Library belongs to an eleven-member consortium of nearby academic libraries, the chief benefit of which to members of the Simmons community is that they have library privileges in ten other, adjacent libraries.

Physical Education. All first-year students must take a double period of physical education a week. Upperclassmen may participate in any activities they choose. Facilities of the Physical Education Department include two rooms equipped for indoor activities and some outdoor facilities. Specific information about physical education is on page 68.

The Alumnae Association

This independent organization is the connecting link between students and more than 18,000 Simmons graduates throughout the world. It provides students with opportunities to meet alumnae and discuss career interests. Two undergraduates serve on its Executive Board, and other students assist alumnae committees with programs and fund-raising. The Association each year gives two academic awards to students. There are 28 active alumnae clubs in the U.S. and an international club in the United Kingdom; together with the class organiza-

tions and the Alumnae Affairs Office at the College, they address themselves to the educational and professional concerns of alumnae, and to providing scholarship aid, through various on- and off-campus activities. Alumnae give important financial support to the College through annual and deferred gifts.

Expenses at Simmons

Tuition is based on a charge per semester hour of instruction. The basic tuition charge is \$129 per semester hour, and most courses of instruction are valued at four semester hours, or \$516 per course. So the usual academic load of four courses, taken in each of the two semesters of the college year, amounts to 32 semester hours, for a tuition charge of \$4,128. In addition, all full-time undergraduates (12 or more semester hours per semester) must pay a \$100 health fee (\$50 each semester). The health fee entitles a student to the services of the Simmons Health Center but does not include any accident and/or sickness insurance. The basic charge for room and board on the residence campus is \$2,106 (which includes a compulsory Massachusetts meal tax of 6%). All full-time undergraduates pay a \$36 student activity fee, which supports a number of student-run activities and events.

College charges for tuition, fees, and residence must be paid prior to the completion of registration and before attending classes. The first term payment is due on or before August 14 and the second payment on or before January 2. Tuition and residence charges are divided evenly between the two terms.

Please note that *no student* is allowed to complete registration without account approval from the Comptroller's Office. Further, the College cannot assure that payments received after the due date will be processed in time to clear a student for registration without some waiting or inconvenience to her. A late registration or late payment fee of \$25 will go into effect September 6 for first semester and January 23 for second semester. Students who have not registered and/or paid their bills by September 5 and January 22 will be charged a \$25 late fee.

Payments made by students must be accompanied by an Estimated Term Bill form completed by the parent or student. These forms are distributed in advance to prospective students by the Comptroller's Office. No other advance statement or billing will be sent.

Checks should be made payable to Simmons College and sent to Simmons College, P.O. Box 4619, Boston, Massachusetts 02212 or presented at the cashier's window at the College.

The College reserves the right to withhold all of its services to students who have not met their financial obligations to the College. Such services

include the mailing of transcripts, references, placement materials, and the use of various offices and facilities.

If parents and students wish to pay tuition and other fees in monthly installments, a number of banks and other reputable financial concerns offer services along these lines; newly-accepted students and their families will often receive direct mail advertisements from such firms. The College is not able to control such offerings, has no financial interest in them, and cannot recommend any particular plan. Any such tuition proposal should be studied carefully before its terms are accepted.

For an undergraduate carrying the usual course load of 32 semester hours (four courses in each of the two semesters), the following college budget is suggested.

	Resident	Commuter
Tuition	\$4128	\$4128
Residence (room & board)	2106	—
Health Fee	100	100
Student Activity Fee	36	36
	<hr/> \$6370	<hr/> \$4264

Approximately \$150 should be budgeted for books and supplies, and commuting students should allow approximately \$270 for transportation and lunches. Additional expenses, such as travel, recreation, clothing, cleaning, and laundry, must be taken into account by the individual student.

The fourth-year program in medical technology calls for a slightly different tuition fee of \$1200 per semester.

Tuition and Residence Deposits

A tuition deposit of \$50 is required of all candidates upon acceptance. The deposit is credited on the first bill, but it is forfeited if the student does not register for courses during the year for which she is accepted.

A residence deposit of \$100 is required before a room can be reserved on the College campus. It will remain on deposit during the time the student is in residence. New students—freshmen and transfers—receive the bill for this deposit with the notice of acceptance for admission.

Refund Policy: Tuition

1. If written notification that a student has withdrawn is received by the Dean prior to the first day of classes, the amount paid for tuition (less the tuition deposit required for new students) will be refunded.

2. If written notification of withdrawal is received by the Dean on or after the first day of classes and before December 1 for first semester and April 1 for second semester, 50% of the tuition charge prorated to the unexpired portion of the semester will be refunded. For these purposes, the semester begins with the first day of regularly scheduled classes and ends with the last day of regularly scheduled classes. Calendar days (including holidays, Saturdays, and Sundays) are used to prorate tuition and to calculate refunds.

3. Student aid awards or loans from the College will be deducted from the total tuition charge be-

fore tuition is prorated for purposes of making any refund.

4. For purposes of calculating any refund, the date of withdrawal will be that date when written notification of withdrawal is received by the Dean.

Refund Policy: Residence Fees and Deposit

A resident student is required to prepay all residence charges. If a student withdraws during the first seven weeks of a semester, a prorated amount for raw food costs will be refunded starting from the date the student officially withdraws from residence with the written approval of the Director of Residence. No refund will be made after the seventh week of the semester.

The \$100 residence deposit reserves a dormitory room for the entire academic year. This deposit is refundable upon graduation, or upon notification by December 1 and April 1 that the student will not be returning the following semester. A student who withdraws from the College in mid-semester, but who has paid her bills, may receive her deposit in full upon written notification to the Director of Residence. (A first-year student who notifies the College on or before July 1 that she does not wish a room may receive a refund of her deposit in full.) In addition, charges may be assessed for damage or loss of College property attributed to the resident student.

Graduate Program Fees

For a listing of fees for the College's various graduate programs, see page 86.

Admission

The students at Simmons come from most of the 50 states and more than a dozen foreign countries. They represent a variety of religious, racial, and economic backgrounds. They have a variety of interests, as well—in their studies and in their extracurricular activities.

To retain this diversity is the responsibility of the Committee on Admission, and this means that policies must be flexible, focusing on the individual applicant's qualities of scholarship and character. As the Committee selects the freshman class, its concern must be the student—what she can bring to Simmons and what Simmons can offer her.

The credentials that each applicant must submit are listed below. The most important is the high school record. A careful study of the number and level of courses that a student has taken, her grades, and the school's recommendation give the Committee an indication of the kind of work she can be expected to do in college.

What the student has to say about herself, in writing her application and during an interview, tells the Committee about her interests, the kind of activity to which she has devoted her time and energy.

Finally, the results of the required aptitude and achievement tests help to complete the picture.

At monthly meetings, the eight members of the faculty and administration who make up the Committee on Admission review each applicant's credentials. They bring their impressions together and select for admission those students who appear to be best qualified for Simmons.

Application Procedure

1. **Application Form.** Each applicant fills out a form furnished by the Office of Admission and returns it with a fee of \$20, preferably by March 15.

2. **Application for Financial Aid.** The financial aid application form, also available from the Office of Admission, must be returned to the Director of Financial Aid by March 1. For further information about financial aid, see page 11.

3. **Tests.** Every applicant must take the Scholastic Aptitude Test and three Achievement Tests, one of which must be the English Composition Test. The American College Testing assessment may be substituted for the College Board tests. All tests should be taken no later than the January testing date of the senior year. Scores should be reported to Simmons by the College Board. For information concerning these tests, write the College Entrance Examination Board, Box 592, Princeton, New Jersey 08540, or Box 1025, Berkeley, California 94701.

4. **Personal Interview.** Each applicant should visit the College if possible. An interview, although not required, is strongly recommended. The Admission Office is open for interviews Monday through Friday from 9 to 4. Make appointments as far in advance as possible.

Advanced Placement

Academic credit at Simmons may be granted to students who have completed Advanced Placement courses in secondary school. Achievement in the Advanced Placement Tests of the College Board is recognized as follows: credit will be given for scores of four and five; credit may be given, on recommendation of Simmons faculty members, for the score of three; no credit normally will be given for scores of one or two.

Transfer Students

Transfer applications are welcome at Simmons, and each year approximately 100 students are admitted to the College with advanced standing. Credit is granted for courses successfully completed in other institutions that are the equivalent of those offered at Simmons. The amount of credit given to a transfer on entrance depends upon the requirements in her field of concentration, as well as upon the courses that she has completed. Credit is granted for courses completed with a grade of at least a C— at accredited institutions. Transfer students must spend at least three semesters and earn a minimum of 48 semester hours of credit while regularly enrolled at Simmons to be eligible for the Simmons degree. The Committee on Admission considers transfer applications on an individual basis, and decisions are sent to candidates as soon as possible.

The procedure for application for transfer is as follows:

1. **Application Form.** Each applicant fills out a form furnished by the Office of Admission and returns it with a fee of \$20.

2. **Application for Financial Aid.** The completed financial aid application form must be returned to the Director of Financial Aid. For further information about financial aid, see the next section.

3. **School Record.** A complete transcript from the secondary school is required. The applicant should contact the high school directly for this information.

4. **Tests.** The Scholastic Aptitude Test is required. Scores of tests taken before college entrance may be used. If the test has already been taken, the candidate should ask the College Entrance Examination Board (Box 592, Princeton, New Jersey 08540, or Box 1025, Berkeley, California 94701) to send the scores to Simmons. If the test has not been taken, the candidate should write to the College Board in order to register for the test. Achievement Tests are not required of transfer applicants. On request, the American College Testing assessment may be substituted for the College Board tests.

5. **College Record.** Simmons expects each candidate to present an official transcript of her college record. When final grades are available, the applicant must file a supplementary transcript.

6. **College Recommendation.** The applicant must ask the Dean or a faculty adviser at the college from which she is transferring to send a letter of recommendation to Simmons. A statement indicating that the student left her institution in good standing must be included.

Foreign Students

Simmons welcomes applications from foreign students, and the same application procedures apply. Foreign students whose native language is not English must take the Test of English as a Foreign Language (TOEFL) in addition to the Scholastic Aptitude Test and three Achievement Tests, one of which must be English composition. For information regarding these tests, write to the College Entrance Examination Board, Box 592, Princeton, New Jersey 08540, U.S.A.

Continuing Education

Simmons offers its courses to women who seek further training after an interruption in their formal education. Some women who left college before graduation want to complete work for the baccalaureate degree; others who have undergraduate degrees wish to continue work toward advanced degrees or prepare themselves for employment in a new field. By allowing these students to study on a part-time basis, Simmons helps them carry on their education while they are still fulfilling family or employment commitments.

Women who are considering a continuation of their studies may obtain information and individual counseling from the Office of Continuing Education, Simmons College, 300 The Fenway, Boston, Massachusetts 02115.

Graduate Programs

For information on admission to Simmons' various graduate programs, see page 85.

Financial Aid

Simmons makes its educational opportunities available to as many capable and promising students as possible and welcomes applications from students who without assistance could not meet their expenses at the College.

Simmons participates in the College Scholarship Service of the College Entrance Examination Board. This means that the College believes that the amount of aid given a student should be based upon financial need. The Scholarship Service assists the College in determining need, and all applicants for assistance must submit a copy of the Financial Aid Form to the appropriate College Scholarship Service Center. Also, a copy of the family's Internal Revenue Service 1040 form must be submitted to the College.

Financial aid is offered in the form of grants, loans, and part-time employment.

Grants

Grants are awarded on the basis of need, academic achievement and promise, and personal qualifications. The number of students selected for awards each year is determined by the amount of money available and the needs of those applying for it.

Once a student has completed her application for financial aid (see below), she is automatically considered for all awards administered by the College; she need not make special application for any one scholarship. The College offers grants in amounts up to \$4800, and these grants arise partially from nearly 75 named and special scholarships—provided by generous alumnae and friends of the College. For a few scholarships there is regional preference—such as aid from Simmons alumnae clubs which the College attempts to allocate to students entering from a club's geographical area.

Basic Educational Opportunity Grants of up to \$1600 a year are provided directly to needy students by the Federal Government. All undergraduates are eligible to apply for a Basic Educational Opportunity Grant.

Supplementary Educational Opportunity Grants, administered by the College, are also from funds provided by the Federal Government, and are available to qualified high school graduates. They may be used to supplement other assistance to meet a student's need in full.

State scholarship programs are another possibility that applicants should investigate. A number of states, among them Connecticut, Massachusetts, New Jersey, Pennsylvania, Rhode Island, and Vermont, offer awards which may be used within and outside the state at the college of the applicant's choice.

Loans

Simmons College Loans are available to undergraduates who are studying on a full-time basis, and who without such assistance would be unable to meet their educational expenses.

National Direct Student Loans, from funds provided partly by the Federal Government and partly by the College, are available to both full- and half-time students who are admitted to one of the regular programs of the College.

The New England Society in the City of New York makes available to deserving students, especially those of New England birth or ancestry, small temporary loans to meet emergency personal needs (to cover no more than one college year).

A fund for emergency loans has been established by the Black Alumnae Committee to provide short term, no interest loans to students experiencing unexpected financial difficulty. Named the Marva Alvita Spaulding Fields Student Emergency Loan Fund (SELF) in memory of "Vita" '72, the fund is available to all Simmons students.

Guaranteed Insured Loans, authorized by the Higher Education Assistance Act of 1965, are available to both full- and half-time students through private commercial lenders such as banks, credit unions, and savings and loans associations. Information about these loans can be obtained from participating agencies in the student's home area.

Part-Time Employment

Simmons expects that most students will be able to work part-time, on the campus or in the Boston area, to help meet college expenses. Students interested in work opportunities should register with the Office of Student Employment (see page 7). The College participates in the Federal College Work-Study program.

Applications for Financial Aid

Prospective freshmen interested in applying for financial aid should do so at the time of applying for admission. The final date for filing financial aid application forms is March 1. The Financial Aid Application is available from the Admission Office at the College; the Financial Aid Form is available from the high school. Notice of awards will be sent, insofar as possible, at the same time as admission decisions.

Once a student has been given aid for her freshman year, continuance of financial assistance is assured—depending on her financial need—for each of her undergraduate years as long as her academic and personal record is acceptable. Students must file an application for aid with the Director of Student Financial Aid and a Financial Aid Form with the College Scholarship Service each year. These forms are available in the Office of Student Financial Aid.

Aid for Transfer Students

Students transferring to Simmons are also eligible for financial aid as described above. However, awards are limited in number.

Transfers should complete a financial aid application and the Financial Aid Form at the same time as they apply for admission. Application forms are available upon request from the Financial Aid Office. Notice of awards will be sent by the end of June.

The Educational Program

The Goals of a Simmons Education

In its undergraduate programs Simmons College seeks to provide its students with a liberal education, which is important in itself and an appropriate context for professional study to which it is equally committed. The curriculum is organized to enable the student to obtain from a well-qualified faculty highly individualized instruction in a wide range of academic and professional areas. As a women's college, Simmons hopes to inspire in its students the self-confidence and spirit of independence that will permit them to lead rich personal lives and to give them the competence to become useful members of society.

The objectives of a Simmons education include preparing women to be: well-informed, open-minded, and sensitive to values; committed to learning as a continuing experience; thoughtful, analytical, and flexible in their approach to new information and new intellectual challenges; competent in at least one area of concentration or specialization, but responsive to the variety of opportunities open to the curious mind; adept at organizing ideas and expressing them clearly and persuasively; aware of career opportunities open to them; knowledgeable in at least one area related to their career objectives; and successful in integrating their education into their personal and professional lives.

Simmons creates a supportive atmosphere within which the student may move toward the achievement of these objectives, through an active and continuing exchange of ideas between herself and her peers, the faculty, and the general college community. This atmosphere is both formal and informal, offering the student an opportunity to develop a clear sense of her own abilities, as well as ways to use them creatively.

In keeping with these goals, the Simmons approach to liberal education is flexible, and the curriculum allows each student to develop a program suited to her individual interests and career plans. Students should select a field of concentration after their third semester, but not later than their fifth semester, of full-time study.

Students may choose to concentrate in one of the professional programs of the College: Communications, Education, Management, Nursing, Nutrition, or the Health Sciences. Other students may plan a program of career preparation by electing a concentration in the humanities, the social sciences, or the sciences. All professional programs offer field work or clinical experiences through which students may explore the nature, opportunities, and implications of a career field. In the humanities, the History Department offers field work for students interested in discovering ways by which they may prepare for careers through the study of history. Students concentrating in philosophy enter a variety of professional and vocational fields. Students interested in careers in music may apply for the joint degree program between The New England Conservatory of Music and Simmons College and participate in the activities of the Simmons Chorale. The Drama Society offers opportuni-

ties for students to produce and perform plays frequently written by students themselves. Students may pursue a career in the visual arts through undergraduate studies in the studio program of the Department of Art and Music, the graphic design courses of the Department of Communications, and the concentration in Graphic and Publishing Arts jointly offered by Simmons College and The School of the Museum of Fine Arts. The Communications Department provides field experience in the publishing of the *Simmons Review*, the College alumnae magazine, and in internships with publishing, advertising, broadcasting, and television companies.

Some of the resources with which the College helps a student make her decision have been mentioned earlier in the catalog—for example, the Career Planning and Counseling Center, the Student Employment and Placement Offices. In addition, faculty advisers assist students in planning their programs, and the field work and internships provided by many of the academic departments are an opportunity to test career areas, and to consider the possibility of further professional study after graduation. Special academic and career advisers counsel students preparing for medical school and law school.

Simmons College itself offers graduate professional education in social work, library science, nursing, education, English, French, Spanish, management, the humanities, and children's literature. For information about these programs, consult the Graduate Studies section of the catalog on page 85.

Students in good standing may arrange to study at a European university through the programs of the Institute of European Studies (see page 44). One or two semesters of the junior year may be spent at Mills, Johnston, or Spelman colleges or Fisk University. A limited number of juniors are eligible to apply for the Washington Semester of the American University in Washington, D.C., and the Merrill Palmer Institute in Chicago. Plans for study through an exchange program or a program abroad should be made by the end of the sophomore year.

Individual Program Planning

Each student's program should be a carefully developed plan of study including 1) courses selected to fulfill distribution and depth requirements, 2) courses required of and elected by a student in a field of concentration, and 3) independent work or field study during the senior year. The total program should be integrated so that each part reinforces the whole.

To ensure a broad education as well as depth of specialization, students must successfully complete a minimum of 128 semester hours before they graduate.

Forty-eight hours should be in the liberal arts and sciences. Twenty-four hours of these are to be chosen from each of the three areas of the distribution requirement: humanities (literature, the arts, philosophy), science and mathematics, and the social sciences and history. The remaining 24 semester hours may be chosen from all three areas of the distribution requirement, or they may be limited to one or two—with the understanding that these courses are outside of but contribute to the stu-

dent's mastery of the field of concentration which she selects.

The student is expected to take between 20 and 40 semester hours in a field of concentration, as determined by the department of the student's choice. Additional courses may be prerequisite to a field of concentration in the sciences, economics, mathematics, psychology, nutrition, and the health science programs; these may be used by the student to fulfill the breadth and depth requirements in the arts and sciences.

The remainder—some 40 to 60 semester hours—are electives to be selected from a student's field, from the liberal arts and sciences, or from a second field of concentration.

Independent Learning Opportunities

I. There are four forms of independent learning outside the conventional curriculum: 1) Integrative Seminar 2) Field Work 3) Independent Study 4) Internship. In some departments a field work experience is a part of a standard course assignment. Independent learning emphasizes student initiation, planning, and implementation on a contractual basis with a faculty adviser. All four forms of independent learning are set apart from the regular curriculum by the necessity for the student to assume the primary responsibility in the experience. In particular, the student must define the problem she wishes to pursue, and identify the nature and extent of field experience appropriate to her academic goals. Any student may develop with the consent of her adviser independent study or field work, or elect an integrative seminar in any discipline appropriate to her academic program.

Students have the responsibility to develop the appropriate methodology in conjunction with a faculty member (or members). It is the joint responsibility of the student and the faculty member to monitor the progress made in completing the project and to carry out an evaluation of the experience. In the evaluation phase outside supervision should be involved as conditions warrant.

Field work, independent study, and an integrative seminar should not ordinarily constitute more than one quarter of a student's work in any semester, nor more than one quarter of a student's work during the year.

1. Integrative Seminar—These seminars provide the opportunity for student initiative in developing an appropriate analytical construct and approach to implementation. A student may combine an integrative seminar with previous field work or independent study or initiate a topic for analysis to be pursued through subsequent seminars, independent study, or field work.

2. Field Work—Field work (courses numbered 280) represents an opportunity for the student to put to use, under the supervision of a member of the Simmons faculty, theoretical knowledge outside the college environment and outside the context of a formal course. Field work may take place concurrently with independent study or in an integrative seminar, but whatever the particular form or context, field work may satisfy the requirement as long as it serves as an independent or integrative experience. The educational significance of field work is determined by the student's analysis of the experi-

ence and by the evaluation of the faculty adviser.

3. Independent Study—Independent study (courses numbered 250) represents a sustained and substantial investigative or creative experience in a specific field or fields, primarily developed by the student herself.

4. Internship—Students may elect an internship (courses numbered 270) under the direction of both a college faculty member and a field director in either a profit or non-profit institution. An internship requires a student to spend a continuous period in the field which must constitute at least half of a full semester's academic program. The student will be expected to conduct research and/or to assume responsibilities in a professional role. Specific educational goals must be stated in advance of the student's work and close supervision, both academic and professional, must be maintained on the site. Throughout the internship, the student has the opportunity and responsibility to attend regular progress meetings with her faculty adviser and her supervising field director.

At the conclusion of the internship and upon receipt of the student's report of her experience or a research paper, her performance will be evaluated by herself, by her supervisory field director, and by her faculty adviser.

Internships carry at least eight semester hours of academic credit and a maximum of 16 semester hours of credit in a semester.

Students interested in an internship should plan with their advisers, if possible, by the end of the sophomore year, an academic program which enables them to complete degree requirements before the beginning of the internship as well as to acquire the skills and substantive academic preparation needed for continuation of their education in a practical field experience.

II. Individual Study—Individual study courses, numbered 260, for credit of four or eight semester hours, are available in nearly all of the departments of the College. These courses allow students to specialize in some field of interest in which they may do individual study. These courses are conducted exclusively by individual conferences and reports, and hours and credits are specifically determined for each student. Individual study courses may not duplicate material available through a course in a recognized curriculum, and should contribute to a coherent pattern and the individual student's academic program. Approval must be given by the instructor of the course and the student's academic adviser. A student may not take more than 16 semester hours of individual study courses during her baccalaureate program. Such individual study courses will not fulfill any part of the College Independent Study requirement.

Interdepartmental Program

Students may elect a field of concentration as presented in the catalog, or they may decide that an interdisciplinary concentration may better enable them to pursue individual career interests. The curriculum offers these options:

1. Students may elect a concentration in a department like Communications or Education, where the department requires a second academic concentration;

2. Students may elect to undertake two full academic concentrations;

3. Students may elect a concentration in one department together with a combination of courses fulfilling the distribution and depth principles, achieving the equivalent of two concentrations;

4. Students may select an interdepartmental concentration such as Finance, American Studies, or Economics-Mathematics which combines the academic work of two or more disciplines according to a prescribed sequence of courses.

Advisement for Professional Graduate Study

Members of the faculty serve as advisers to students interested in preparing for graduate education in medical school and law school. Students interested in pre-law should contact Bruce Warren, Department of Management; those interested in pre-med should contact Jerry Bell, Department of Chemistry. Students interested in other academic and professional graduate study are advised by designated members of the faculty and staff.

The Option for Personalized Educational Needs—the OPEN program—is designed for the student who believes that her academic and career objectives cannot be achieved through one of the listed concentrations or the joint or double concentrations. Students accepted into the OPEN program are not subject to departmental or interdepartmental requirements regarding concentrations. But they must fulfill College degree requirements—distribution, depth, independent study or field work, foreign language proficiency, and the English requirement.

OPEN 290, Directed Study: Senior Thesis, is credited at 4 or 8 semester hours and directed by Mr. Newman.

The student interested in OPEN should schedule an interview with the program coordinator to discuss her ideas. Then she will be expected to develop, with the help of a faculty adviser, a detailed program of study built around a concentration designed to prepare her for her career objectives. This program must be approved by the coordinator before a student is admitted to OPEN. Further information may be obtained from James L. V. Newman, OPEN Coordinator, Simmons College, 300 The Fenway, Boston, Massachusetts 02115.

Degree Requirements

The Bachelor of Arts degree is the baccalaureate degree conferred on students in all concentrations except those in the Departments of Biology, Chemistry, Mathematics, Nutrition, Physics, and in the programs of Physical Therapy and Medical Technol-

ogy, for which the Bachelor of Science is awarded.

A candidate for a degree or a diploma is expected to complete satisfactorily the work of an approved program, including all required courses, within the normal number of college years. When a student withdraws for a period which would extend the work of her program beyond a normal length of time, the additional work required for satisfactory completion will be determined by the faculty.

Any outstanding financial obligations to the College must be discharged before a degree or diploma can be granted.

Requirements for the award of the Simmons baccalaureate degrees are:

- I. English 100, 101, or 103 or the equivalent.
- II. Distribution Requirements
24 semester hours

Humanities (literature, arts, philosophy)
8 semester hours

Science and mathematics
8 semester hours

Social science and history
8 semester hours
- III. Depth in Arts and Sciences to be elected from all three areas or limited to one or two areas
24 semester hours
- IV. Field of Concentration
20-40 semester hours
- V. Independent Study and/or Senior Seminar under the supervision of a Simmons faculty member
8 semester hours
- VI. Proficiency in a foreign language, demonstrated in one of the following ways:
 1. By successful completion of eight semester hours of a foreign language on the second-year or intermediate level. However, students who are placed in a course numbered 202 or higher may complete the requirement with four semester hours;
 2. By passing a proficiency test administered at the beginning of the college year and toward the end of each semester; or
 3. By an appropriate grade in the foreign language achievement test of the College Entrance Examination Board.
- VII. Completion of 128 semester hours with a passing evaluation. A transfer student must spend at least three semesters and earn a minimum of 48 semester hours of credit while regularly enrolled at Simmons in order to be eligible for the Simmons degree.
- VIII. The recommendation of the department or program adviser that the degree be granted. The student must complete one-third to one-half of the courses required for the concentra-

tion, including a substantial amount of advanced work, while regularly enrolled at Simmons so that her department can adequately evaluate her for this recommendation. Should a student transfer out of Simmons, but wish to receive the Simmons degree, she must have spent a minimum of four semesters at Simmons and apply for her degree within four years after leaving the College. In this case her independent study requirement must still be met by registration in one or more courses at Simmons which satisfy the conditions for independent study.

Marks and Evaluations

Students have the option of choosing between a Pass-Fail system of evaluation and letter grades. At registration each student must designate which type of grading she desires for each of her courses. No change may be made in the grading option after registration. The definitions of the grading symbols are as follows:

P = Pass
F = Fail

A = Excellent
B = Good
C = Fair
D = Poor
F = Fail

W = Approved withdrawal
RW = Required withdrawal

Distinguishing between Pass and Fail implies that a course has minimum standards of performance. A student performing below the minimum standards receives an F and no credit for the course. A, B, C, D, and P are considered passing grades and denote performance above the minimum standards.

The records of students who are progressing unsatisfactorily towards a degree are periodically reviewed by the Administrative Board, a faculty committee charged with monitoring the academic standards of the College. This includes the records of: any student who has two or more failures in a semester; any student who passes fewer than 12 semester hours in any one semester; or any student who falls 12 or more semester hours behind the normal progress of her class. The faculty has given the Administrative Board the authority to take whatever action is deemed appropriate to each individual's situation. Such actions may include a letter of warning, probation, removal from degree candidacy, or exclusion. In the case of unsatisfactory progress toward a Simmons degree, special conditions may be imposed by the faculty, in which case both the student and her parents or guardian may be notified. (Informal warnings of academic difficulty are forwarded to the Director of Supportive Instructional Services by individual faculty members approximately halfway through each semester at Simmons, and counseling and assistance are made available.)

Recognition of Merit

Various departments of the College offer honors programs to qualified students. College requirements for honors programs are:

1. Independent study at an advanced level, as offered in departmental honors programs to the extent of at least four semester hours;
2. Satisfactory completion of a thesis, project, or other investigation approved by the department in which the honors candidate concentrates; and
3. Passing a suitable comprehensive examination prepared and graded by the department in question.

Academy is the honor society of Simmons College. Senior students who have demonstrated superior achievement according to the rules of the Faculty may qualify for admission after completing at least 48 semester hours of credit using the ABCDF grading system.

Departmental Recognition is given by individual academic departments, to recognize those seniors whom the department considers to have performed outstanding work in the department. Such recognition is included on the student's transcript, and is designated Departmental Recognition.

Degrees with distinction are granted to students whose achievement for four years has certain qualities of excellence, are members of Academy, and who have been given Departmental Recognition.

Courses and Concentrations

Academic Credit

A course that occupies one-fourth of the full-time effort of a full-time student enrolled in a regular four-year program, irrespective of the actual number of class exercises, is assigned credit of four semester hours. A course that occupies a smaller fraction or larger fraction of a student's effort is assigned credit in the same ratio.

Course Numbers

Course numbering at Simmons College is as follows: Courses numbered in the 100's and 200's are offered for undergraduate degree credit only. Within this range are included independent study (250), individual study (260), internship (270), field work (280), and senior seminar (290) courses. Courses

numbered in the 300's are offered for both undergraduate and graduate degree credit. Courses numbered in the 400's and 500's are offered for graduate degree credit only, and courses numbered in the 600's may only be used for credit toward the Doctor of Arts degree in library science. The digit following the hyphen in the course number represents the period during which the course is offered: 1 and 2 represent first and second semester respectively; 0 indicates a full-year course; and S following the course number indicates a summer course.

Departmental Concentrations Department of Art and Music

The Department of Art and Music offers a concentration in art and two concentrations in music. The concentration in art includes courses in both the history of art and the practice of art.

Students desiring more extensive professional education in the practice of art than can be combined with an undergraduate program will normally complete their career preparation in graduate or professional schools. Advanced professional training in the practice of art may lead to careers in a wide variety of fields, such as college teaching, publishing, various types of commercial design, architecture and city planning, ceramics, painting, sculpture, and printmaking.

Concentration in Art

Requirements

The standard concentration in Art is currently under review. Students wishing to concentrate in Art should consult the chairman or a department member.

Students are required to complete 28 semester hours in art, four of which may be replaced by a course in the philosophy of art, distributed as follows:

At least 8 semester hours in either practice of art or art history;

The remainder of courses chosen from either art history or practice of art depending on individual interest.

There is no strict sequence in which art history courses must be taken, although Art 140 would normally be the first course. In practice of art, 8 semester hours at the introductory level are required prior to work in painting and printmaking.

The concentration in art may be combined with a number of other departmental concentrations. A student interested primarily in the history of art might consider a second concentration in English, history, philosophy, French, or Spanish. Students concerned especially with the practice of art may find a profitable second concentration in communications or management.

Courses

Art Studio Courses

Art 110-0 Basic Drawing 4-8 sem. hrs.

A two-semester course in figure, perspective, and landscape drawing for the student who wishes a professionally oriented introduction to techniques and concepts of drawing and pictorial organization. Various approaches to abstraction will also be considered. There are no prerequisites, but students other than art or communications concentrators must have permission of the instructor.

Chandler.

Art 111-1, 2 Introduction to Studio Art—Drawing 4 sem. hrs.

An introduction to drawing, similar in subject matter to *Art 110* but less intensive. The course may be used as part of the studio requirement for art history or interdepartmental concentrators other than graphics majors. *Wallace, Oppenheim.*

Art 112-2 Introduction to Studio Art 4 sem. hrs.

Introduction to color usage. Work in the course includes drawing and painting. Emphasis on structural and psychological aspects of color in visual imagery. This course may be taken with no previous experience, but the student is urged to take *Art 110* or *111* first. *Wallace.*

Art 113-1 Painting I 4 sem. hrs.

Basic course in techniques of painting. Work will include still life, figure, and abstract painting. Emphasis will be on color as it relates to both individual expressive needs and pictorial structure. *Chandler.*

Art 114-2 Painting II 4 sem. hrs.

Continuation of *Art 113* with emphasis on individual determination of style and direction. *Oppenheim*.

Art 115-1 Silk Screen Printing I 4 sem. hrs.

A basic course in silk screen techniques including construction and preparation of screens and various methods of screen printing. *Wallace*.

Art 116-2 Silk Screen Printing II 4 sem. hrs.

Continuation of *Art 115* with emphasis on individual determination of direction and stylistic concerns. *Wallace*.

[**Art 117-1 Intaglio Printmaking I 4 sem. hrs.** Not offered in 1978-79.]

A basic course in intaglio printmaking, including etching, drypoint, collography, aquatint, and engraving. Emphasis will be on the translation of individual drawing experiences into a variety of intaglio print methods.

Art 118-2 Intaglio Printmaking II 4 sem. hrs.

Continuation of *Art 117* with emphasis on individual determination of style and direction. In 1978-79, this course may be taken with no previous experience in intaglio printmaking. *Oppenheim*.

Art History Courses

Art 140-1, 2 Introduction to Art History 4 sem. hrs.

Close study of a small group of works of painting, sculpture, and architecture representing several major phases of Western culture from ancient Greece to contemporary Europe and America.

[**Art 141-1 Art in the Age of Leonardo da Vinci and Michelangelo 4 sem. hrs.** Not offered in 1978-79.]

Art of the Italian Renaissance, with emphasis on Leonardo da Vinci and Michelangelo. Subsidiary attention to a small group of other major figures, particularly Donatello, Botticelli and Raphael.

Art 143-1 Art in Europe, 1750-1900 4 sem. hrs.

Painting, sculpture, and architecture from the neoclassical movement of the late 18th century to Cezanne and Rodin. Emphasis on such artists as Delacroix, Monet, and Van Gogh. *Lustig*.

Art 144-2 Twentieth Century Art in Europe 4 sem. hrs.

Painting, sculpture, and architecture in Europe from the Fauve and Cubist movements to the Second World War and after. Emphasis on such major figures as Picasso, Matisse, Mondrian, and Le Corbusier. *Lustig*.

Art 145-1 Art in the United States 4 sem. hrs.

Painting, sculpture, and architecture in America from the Revolution to the present. Emphasis on such major themes as portraiture, romanticism, realism, and abstraction and on such figures as Copley, Homer, Pollack, and Wyeth. *Lustig*.

[**Art 146-2 Art in the Age of Rembrandt 4 sem. hrs.** Not offered in 1978-79.]

Seventeenth-century art in Europe with emphasis on Rembrandt and other major Dutch painters. Subsidiary attention to such major figures outside Holland as Caravaggio, Bernini, Rubens, Velazquez, and Poussin.

Art 150-1, 2 Art History from a Black Perspective 4 sem. hrs.

A survey of the history of art with a strong emphasis on the contribution of the Third World to world art culture, including special attention to the role of African people in developing world art. *Chandler*.

Art 158-2 The Indian Arts of the Americas 4 sem. hrs.

A study of the whole range of the arts of the Indian peoples of North America, Central America, and South America both before and after the voyages of Columbus. *Lustig*.

Art 250 Independent Study

Members of the Department.

Concentration in Music

The Department of Art and Music offers two concentrations in music: applied music and music history and literature. Both concentrations have been established through an inter-institutional arrangement between Simmons College and The New England Conservatory of Music.

Requirements

Students who elect a concentration in music are required to complete 40 semester hours in each area of concentration, distributed as follows:

Applied Music:

16 semester hours of applied music (one-half hour each semester worth two semester hours)
16 semester hours of theory or theoretical studies
8 semester hours of music history and literature

Music History and Literature:

16 semester hours of music history and literature
16 semester hours of theory or theoretical studies
8 semester hours of applied music (one-half hour each semester worth two semester hours)

Those who consider a concentration in music should include Music 128, Introduction to Musical Theory and Practice, preferably during the first year. Credit for Music 128 will be applied toward the theory requirement in either concentration. A student must either have proficiency in the course or have satisfactorily completed it before taking further theoretical studies at The New England Conservatory of Music. Music 120, Perspectives in Music, may be beneficial for students wishing to concentrate in music but is not acceptable for credit in the concentration.

A sequence of course requirements in either area of the music concentration should be determined in advance by the student in cooperation with the Simmons music faculty. Eight semester hours of independent study, field work, or senior seminar are required by both the applied music concentration and the music history and literature concentration. These may be fulfilled by an advanced level of performance in applied music above the first eight semester hours. The student is then encouraged to present a recital in the senior year.

A student with a concentration in music history and literature is expected to complete a special independent research project in the senior year by working closely with a faculty member. This requirement, however, may be satisfied instead by electing advanced music courses at either Simmons or The New England Conservatory.

Joint Concentrations

The Department welcomes students who wish to develop joint concentrations with other departments; for example, music and English; music and education; music and communications; music and physical therapy, etc. The Department will work with individual students and other departments to develop viable programs of study for such students. Students wishing to work out a combined concentration should consult with their advisers and with the individual chairmen of the departments involved.

Prerequisites

Students interested in a music concentration must give evidence of ability and potential in musical skills. A preliminary audition with the Simmons music faculty precedes an audition at The New England Conservatory. Then the student, with her faculty adviser and the music faculty at Simmons, works out a sequence of course requirements in the chosen area of music concentration. If the plan of study fulfills all academic requirements and is approved by appropriate personnel, the student is then admitted into the music concentration program.

Courses

Mus. 120-1, 2 Perspectives in Music 4 sem. hrs.

Whether familiar or totally new, music from the Renaissance to the 1970s can be listened to with new excitement when approached with creative insight. With frequent use of films and guest artists, this informal seminar will explore the history and pleasure of music and is designed to entice mind and ear, deepen understanding, and increase interest and delight in our musical heritage. *Gronquist.*

[Mus. 123-1 Introduction to Musical Drama 4 sem. hrs. Not offered in 1978-79.]

An approach to opera for the layman through a study of operas by Beethoven, Mozart, Verdi, Puccini, Bizet. Guided listening to recordings, study of musical scores and librettos, collateral readings, and assigned projects.

Mus. 128-1 Introduction to Musical Theory and Practice 4 sem. hrs.

The study of the fundamental theoretical aspects of music. Terminology and notation. Basic tonal melodic singing and hearing. Meter and rhythmic practice. Basic tonal harmony. Especially beneficial as background for any of the more specialized courses offered within the Department or at The Conservatory. *Gronquist.*

[Mus. 131-2 Aesthetics of Folk Music 4 sem. hrs. Not offered in 1978-79.]

The role of music in various societies and cultures will be explored from the viewpoint of what aesthetic values, traits, and styles are revealed about a particular culture or ethnic group. The effect of folk music on art, dance, drama, religious and popular music as well as the problems of analyzing and preserving traditional music will be examined. A research paper or project will be required and attendance at concerts encouraged. No previous training in music is required.

Mus. 139-2 Paris in the Early Twentieth Century: The Origins of the Avant Garde 4 sem. hrs.

An introductory course involving interdisciplinary studies in cultural history, examining the ideas and works of the many artists, writers, musicians, etc. who were active in Paris within the period from around 1890 to 1930. Movements dealt with include Symbolism, Cubism, Dada, Surrealism; music of Debussy, Ravel, Stravinsky, Les Six. Open to freshmen and upperclassmen; no previous background required. *Gronquist.*

[Mus. 140-1 History of Afro-American Music 4 sem. hrs. Not offered in 1978-79.]

An historical analysis of the development of Afro-American music as it relates to the scope of American music. Consideration will be given to the social, political, and economic factors which influenced this music. Topics will include work songs, spirituals, blues, jazz, and gospels. Guided listening to recordings, attendance at concerts, collateral readings, and a major research paper will be required of each student.

Mus. 141-2 Music in America 4 sem. hrs.

An examination of America's musical evolution from the Pilgrims to the present. Attention will be given to the social, political and economic forces in American history that helped to shape the development of music, and to determine the course it took. Topics will include New England psalmody, influences of popular song, opera, musical comedy, ballet, and folk music.

Mus. 250 Independent Study

Members of the Department.

The New England Conservatory

Courses in applied music and theoretical subjects regularly offered at The New England Conservatory may be elected for credit by qualified students.

Under the provisions of an inter-institutional agreement between The New England Conservatory and Simmons College, duly enrolled students at Simmons College may elect to include in their programs for full credit any courses normally offered by The Conservatory, subject to certain specified conditions, the details of which should be obtained from the Registrar. A Simmons College student desiring to pursue a course at The Conservatory must be recommended to the Registrar by a departmental adviser and the music faculty. The student will then be referred to The Conservatory, which reserves the right to determine whether prerequisites for the course in question have been met and whether the student is fully qualified to pursue the course elected.

Faculty

Art

Thomas Joseph Wallace, A.M. Professor of Art and Chairman of the Department of Art and Music

Eric Lustig, A.M. Associate Professor of Art History

Dana C. Chandler, B.S. Associate Professor of Art

***Robert Oppenheim, M.F.A.** Associate Professor of Art

Music

Robert E. Gronquist, M.A. Associate Professor of Music and Director of Musical Activities

†Marva G. Carter, M.M. Assistant Professor of Music and Coordinator of Afro-American Studies

C. Clary Sosman, B.A. Assistant in Art and Music

*On sabbatical leave first semester 1978-79

†On leave of absence entire year 1978-79

Department of Biology

Undergraduate specialization in biology provides the student with a basic background of knowledge which makes possible a variety of career opportunities. Concentration in the Department is designed to help the student develop an understanding of the scope, the methods of inquiry, and specialties of biology and an appreciation of modern biological trends. This concentration is also basic for specialization at the graduate level in biology.

Undergraduate preparation in biology may lead to career opportunities in government, university and commercial laboratories in areas such as animal and plant physiology, developmental biology, biochemistry, microbiology, and ecology. The curriculum also prepares the student for graduate study in such areas as public health, medicine, dentistry, and veterinary science.

Cooperation with other departments in the College provides opportunities for interdisciplinary programs. Combined programs are possible with the Departments of Chemistry, Physics, Mathematics and Psychology. Certification for teaching biology at the primary and secondary school levels is possible by enrollment in the program of the Department of Education.

Concentration in Biology

Requirements

Students planning a program in biology may satisfy the core requirements by taking the following courses:

Year 1	Bio. 113	General Biology I
	Bio. 115	General Biology II
Year 2	Bio. 126	Invertebrate Zoology
	Bio. 125	Cell Biology
	Bio. 136	Genetics
Year 3	Bio. 135	Developmental Biology

To complete the minimum requirements, students entering after September, 1977 must take two more courses in biology selected from the list below. Students are encouraged to take additional courses in biology.

Bio. 120	Biology of Plants
Bio. 121	Microbiology
Bio. 122	Human Anatomy
Bio. 134	Physiology
Bio. 138	Comparative Animal Physiology
*Bio. 140	Plant Physiology
*Bio. 142	Topics in Behavioral Biology
*Bio. 145	Principles of Ecology
*Bio. 146	Microtechnique, Histology, and Microscopy
*Bio. 147	Host-Parasite Relationships
*Bio. 151	Immunobiology
*Bio. 153	Topics in Marine Biology
*Bio. 154	Advanced Experimental Biology
*Bio. 155	Evolution

In the senior year, students must satisfy their requirements for individual study either by taking Biology 250-1, 2 or by taking two additional advanced courses in biology. The courses satisfying the individual study requirement are indicated above by an asterisk*. Students must receive the consent of the instructor before registration and are expected to present a research paper in addition to the regular requirements of the course.

Prerequisites. Students are required to take Chemistry 113, 114, 125, and 126, which is taken in the third year, as well as Mathematics 110 or its equivalent. It is strongly recommended that students elect one year of physics and additional courses in mathematics.

Courses

Bio. 110-2 Horticulture 4 sem. hrs.

Not a prerequisite for further courses in the Department except with the consent of the Department.

An investigation into methods of growing and propagating plants with emphasis on the physiological principles underlying the various methods. Lectures supplemented by laboratory experience in germination, control of growth, flowering, and fruiting of higher plants. *Webb.*

Bio. 112-1 Man in the Living World 4 sem. hrs.

Not a prerequisite for further courses in the Department except with the consent of the Department.

The relationship of man to his environment; his heritage and his interaction with other living organisms. An analysis of man's future in relationship to problems of his own making. *Weiant.*

Bio. 113-1 General Biology I 4 sem. hrs.

Study of adaptive strategies of plants, invertebrates, and vertebrates for solving the problems of bioenergetics, internal transport, osmotic and ionic balance, and hormonal and nervous integration. *Loehr and members of the Department.*

Bio. 115-2 General Biology II 4 sem. hrs.

Prereq.: Bio. 113 or equivalent.

Consideration of reproduction, development, inheritance, and evolution in plants and animals, with emphasis on Mendelian genetics, the biochemistry of the gene, control of gene activity, and population genetics. *Brown, Nickerson, and members of the Department.*

Bio. 120-1 Biology of Plants 4 sem. hrs.

Prereq.: one year of college biology.

An introduction to various aspects of botanical science with emphasis on phylogeny, morphology, and ecology of members of the plant kingdom and including laboratory and field observations and experiments. *Webb.*

Bio. 121-1, 2 Microbiology 4 sem. hrs.

Prereq.: one year of college biology and chemistry.

Introduction to the biology of micro-organisms: bacteria, viruses, and fungi. Stress placed on control of microbial populations, systematic study, and the use of quantitative methods. *Coghlan, Berliner.*

Bio. 122-1 Human Anatomy 4 sem. hrs.

The gross and micro-anatomy of the human body, presented in detail. Laboratory utilization of the cat and organs from other mammals for dissection. *Tuttle.*

Bio. 125-2 Cell Biology 4 sem. hrs.

Prereq.: one year of college biology and Chm. 125 or consent of the instructor.

Cells as fundamental units of life are presented as assemblies of macromolecules functioning as self-adjusting, self-regulatory machines. Includes detailed study of structure and function of cell components, bioenergetics, catalysis, respiration, and photosynthesis. *Staff.*

Bio. 126-1 Invertebrate Zoology 4 sem. hrs.

Prereq.: Bio. 113 and 115 or equivalent.

A survey of the invertebrate phyla. Emphasis is on adaptive significance of the structure and physiological characteristics of each invertebrate group in relation to its ecological distribution. Systematics as may be phylogenetically significant are included. *Nickerson.*

Bio. 134-2 Physiology 4 sem. hrs.

Prereq.: Bio. 122 or equivalent and one year of college chemistry.

An introduction to the functional integration of animal systems. Emphasis is placed on feedback mechanisms and the interrelationship of the various systems as the animal adapts to changing environmental conditions. Laboratory experiments illustrate classical and modern approaches to the physiology of the various organs and systems. *Weiant.*

Bio. 135-1 Developmental Biology 4 sem. hrs.

Prereq.: Bio. 125 and 136, Chm. 125.

Study of the development of organisms from fertilization to death. Formation of the individual from molecules to three-dimensional form with individuality. Laboratory exercises on a variety of organisms. Independent analysis of original research papers and independent research projects included. *Staff.*

Bio. 136-2 Genetics 4 sem. hrs.

Prereq.: Bio. 115 and Chm. 114.

The course includes a brief review of classical genetics, but emphasis is placed on the development of concepts and techniques of biochemical and microbial genetics. *Tuttle.*

Bio. 138-2 Comparative Animal Physiology 4 sem. hrs.

Prereq.: one year each of college biology and chemistry.

A comparative approach to the study of basic physiological processes such as osmoregulation, water balance, nutrition, digestion, respiration, and excretion. The major animal groups will be studied, with an emphasis on phylogenetic relationships. *Loehr.*

Bio. 140-2 Plant Physiology 4 sem. hrs.

Prereq.: Bio. 113, 115, or equivalent.

A study of photosynthesis, water relations, and control of growth and development of higher plants. Lectures and laboratories supplemented with readings in the current literature and independent laboratory and reading projects. *Webb.*

Bio. 142-1 Topics in Behavioral Biology 4 sem. hrs.

Prereq.: one year of college biology or consent of the instructor.

A study of invertebrate and non-human vertebrate behavior, including such topics as the anatomical and physiological bases of behavior, the genetics and ontogeny of behavior, courtship and aggression, communication and migration. Open-ended lecture and laboratory with opportunity for long-range experiments. *Brown.*

[**Bio. 145-1 Principles of Ecology 4 sem. hrs.** Not offered in 1978-79.]

Prereq.: one year of college biology or consent of the instructor.

Interrelations of plants and animals and the environment. Biological adaptations and biogeochemical cycles. Analysis of geographical, chemical, and biological aspects of the environment and their use in conservation with emphasis in New England. Field work in mountain, marsh, bog, and rocky shore ecosystems. *Brown.*

Bio. 146-2 Microtechnique, Histology, and Microscopy 4 sem. hrs.

Prereq.: two years of college biology.

Microscopic study of living and fixed plant and animal tissues. Their preparation for structural and histochemical study by light, phase-contrast, fluorescence microscopy and photomicrography. *Berliner.*

Bio. 147-1 Host-Parasite Relationships 4 sem. hrs.

Prereq.: two years of college biology.

Emphasis on animal parasites of man, their ecology, host interactions, control and identification under clinical and experimental conditions. Medical mycology and plant pathology included. *Berliner.*

Bio. 151-2 Immunobiology 4 sem. hrs.

Prereq.: Bio. 125 or equivalent and consent of the instructor.

A consideration of the basic principles of immunology with applications of immunologic theory and techniques to microbiology, biochemistry, genetics, developmental biology, and evolution. *Coghlan.*

Bio. 153-2 Topics in Marine Biology 4 sem. hrs.

Prereq.: one year of college biology.

Seminar on current studies in marine biology, with special reference to fundamental work on organic productivity, food chains, fishing resources, and whaling. Includes consideration of selected topics in physiological ecology of marine forms, with special emphasis on intertidal flora and fauna. *Nickerson.*

Bio. 154-2 Advanced Experimental Biology 4 sem. hrs.

Prereq.: two years of college biology.

Biological criteria of a wide range of plants, animals and microorganisms which determine their choice as model test organisms in cell biology, physiology, development, and genetics. Experimental design includes biostatistics; instrumentation includes microscopy and photography. Each student will plan and execute one or more complete experiments in her area of interest. *Berliner.*

[**Bio. 155-2 Evolution 4 sem. hrs.** Not offered in 1978-79.]

Prereq.: Bio. 136 and consent of the instructor.

A discussion of the mechanisms of evolution with emphasis on the genetic aspects and the experimental approach to evolutionary problems. Discussion of mutation, natural selection, genetic drift and evolutionary changes in natural populations, as well as the genetics of speciation and race formation. *Nickerson.*

Bio. 250-1, 2 Independent Laboratory Research 8 sem. hrs.

Open to seniors for fulfillment of individual study requirements. Usually taken for two semesters (eight semester hours) but may be elected for one semester (four semester hours) at the discretion of the faculty sponsor. *Members of the Department.*

Bio. 260-1, 2 Individual Study in Biology 4 sem. hrs.

Prereq.: consent of the instructor.
Members of the Department.

Faculty

Anne Eveline Coghlan, Ph.D. *Professor of Biology and Coordinator for Sciences and Health Professions*
Everett Leroy Tuttle, Ph.D. *Associate Professor of Biology*
Martha Dresner Berliner, Ph.D. *Associate Professor of Biology*
Elizabeth Abbott Weiant, Ed.D. *Associate Professor of Biology*
N. Sandra Brown, Ph.D. *Associate Professor of Biology*
Richard P. Nickerson, Ph.D. *Associate Professor of Biology*
Karen Loehr, Ph.D. *Assistant Professor of Biology*
David Webb, Ph.D. *Assistant Professor of Biology*

Bridget Gallivan Shea *Assistant in Biology*
Elizabeth Roche *Technical Aide in Biology*

Mary-Kate Guilfoile, B.A. *Secretary for the Department of Biology*

Department of Chemistry

Chemistry offers opportunities for study and interpretation of natural phenomena of immense variety. Pressing social issues, such as public health, environmental deterioration, and the famine-overpopulation problem, cannot be solved without attacking their scientific aspects; an education in chemistry prepares the student to serve society and its individual professions in these and many other ways.

Many career opportunities in educational and experimental areas require only a bachelor's degree. The former include, in addition to teaching, librarianship, technical writing, publication, and business specialties. Laboratories concerned with experimental investigations in medicine, such as cancer chemotherapy, pharmaceuticals, biochemistry, oceanography, air and water pollution, agriculture, pesticides and plastics, are in constant need of college-trained chemists.

Graduate study opens career areas with greater responsibility and the opportunity for initiation and leadership of research work. An undergraduate chemistry concentration is valuable preparation for graduate studies not only in chemistry, but also in fields such as biochemistry, nutrition, and food technology. It is also appropriate preparation for professional schools of medicine or dentistry, especially with the increasing dependence of medical research and practice on knowledge of living systems at the molecular level. The student interested in science education may take an undergraduate chemistry concentration followed by further professional education leading, for example, to the MAT degree.

Requirements and Facilities

The required courses in chemistry normally completed by the end of the third year are Chemistry 125, 126, 131, and 132. Concentrators are also required to take Chemistry 250 (eight semester hours), to participate in Departmental seminars, and to elect at least eight semester hours from among Chemistry 141, 143, 144, 146, 147, and 148.

Chemistry concentrators, after declaring their concentration, select one of the individual laboratory bench-study spaces in Science Center Room 430, where they carry out much of the rest of their work in chemistry. Interinstitutional grants to Simmons and neighboring institutions have provided the Department with instrumentation beyond the scope of that usually available at undergraduate colleges.

Prerequisites. Students considering a concentration in chemistry should take Chemistry 113 and 114 during their first year. In some cases, students with little or no previous high school background may be advised to take Chemistry 111 instead of 113. Mathematics 101 will be recommended by advisers for students in chemistry who feel they may need to review basic mathematical concepts. By the time they enroll in Chemistry 131 they should have taken, or be taking, Mathematics 120 and Physics 112 and 113, which may be used to fulfill part of the requirement of depth in arts and sciences.

Graduate School Preparation. The American Chemical Society suggests a set of standards that it feels will prepare students for graduate study. To meet these standards, the student must include as electives Chemistry 148 and two courses from 141, 146, and 147. In addition, the student must have a reading knowledge of German or Russian and is strongly urged to take one (or both) of these languages if she intends to go on to graduate school. Certification that the student's course program has met the ACS standards is not required for any career or graduate study; the standards are only a guide in planning a program that will make graduate study easier.

Interdepartmental Programs. There are formal concentrations that combine chemistry with biology, mathematics, nutrition, and psychology. In addition, chemistry has been combined with education, communications, and philosophy to lead to immediate careers or graduate study. To plan other interdepartmental programs, the student should arrange with her adviser to have someone from each of the relevant departments discuss with her a program suited to her particular needs.

Double Degree Program in Chemistry and Pharmacy. A five and one-half year program leading to baccalaureate degrees in both Chemistry and Pharmacy is described on page 83. Students interested in the program should consult the Chairman of the Chemistry Department during freshman orientation to assure proper course selection.

Courses

Chm. 101-1, 2 Computer Appreciation/BASIC Programming *No Credit*

Introduction to the powers and limitations of computers and the role of computers in society. Analysis of problems for computer solution, flow-charting, and programming in the language BASIC. Elements of computer structure. Students will learn to design, write, and run programs on the time-shared computer. Problems will be drawn from a wide variety of fields; no special background knowledge is assumed. Two hours lecture, one hour computer time per week. *Bell, Soltzberg.*

Chm. 109-2 Survival Chemistry 4 sem. hrs.

Study of the fundamental scientific principles underlying various environmental and technological issues, with the aim of enabling the student to understand and deal with the impact of science on society. The course will employ a topical approach; the topics may include energy resources, and alternatives, air and water pollutants, alternatives to pesticides, man-made polymers, drugs, genetic engineering, population growth and its consequences. *Hartman.*

Chm. 111-1 Introductory Chemistry: Inorganic and Physical 4 sem. hrs.

The historic and scientific evolution of basic chemical concepts with special reference to inorganic compounds, including equations, the periodic table, chemical bonding, and equilibrium. No previous knowledge of the subject is assumed, nor any sophisticated background in mathematics. The laboratory is designed to correlate with and amplify the lecture material and to familiarize the student with fundamental laboratory techniques. Three lectures, one discussion period, and one laboratory. *Soltzberg.*

Chm. 112-2 Introductory Chemistry: Organic 4 sem. hrs.

Prereq.: Chm. 111 or 113.

Designed for the concentrator in the paramedical or science related field. Nature of the covalent bond, structure and reactions of organic compounds, with emphasis on practical applications. Introduction to chemical and biochemical functions of compounds important to life. The laboratory includes a critical examination of organic molecules and their reactions. Three lectures, one discussion period, and one laboratory. (This course can serve as prerequisite to *Chemistry 125* with the consent of the instructor.) *Bell.*

Chm. 123-1 Introductory Chemistry: Biological 4 sem. hrs.

Prereq.: Chm. 112 or 114.

Builds on the organic background provided in *Chemistry 112*. Study of carbohydrates, lipids, and proteins and their metabolic role in living systems. Laboratory work includes the chemistry of foods and human nutrition. Three lectures, one discussion period, and one laboratory. *Bell.*

Chm. 113-1 Principles of Chemistry 4 sem. hrs.

Prereq.: a satisfactory score on the Simmons chemistry placement examination.

A quantitative, phenomenological development of a few fundamental topics: the mole concept, stoichiometry, chemical equilibria in aqueous solutions, atomic and molecular theory, inorganic chemistry, and the rates of chemical reactions. The laboratory introduces quantitative techniques, including instrumental methods, for studying chemical systems. Three lectures, one discussion period, and one laboratory. *Brauner.*

Chm. 114-2 Organic Chemistry I 4 sem. hrs.

Prereq.: Chm. 111 or 113.

The fundamental concepts of atomic structure, hybridization, molecular orbitals, structure and electrical properties of organic molecules are studied. Functional groups are introduced and the classes of organic compounds are surveyed. Simple organic reactions involving the main classes of compounds are then taken up. From this background a mechanistic study, in depth, of the classes of organic compounds is begun involving energies, stereochemistry, equilibrium, and reaction rate theory. Three lectures, one discussion period, and one laboratory per week. *Beck.*

Chm. 125-1 Organic Chemistry II 4 sem. hrs.

Prereq.: Chm. 114.

An extension of *Chemistry 114* to consider additional classes of organic compounds and the more intimate relationship between structure and reactivity as expressed in mechanistic terms. Three lectures, one discussion period, and one laboratory. *Piper.*

Chm. 126-2 Analysis and Equilibrium 4 sem. hrs.

Prereq.: Chm. 113 and Mth. 110.

Introduction to the thermodynamic basis for equilibrium followed by its application to qualitative and quantitative chemical analysis. Rigorous theory accompanies correlated laboratory work. Three lectures, one discussion period, one scheduled and one open laboratory. *Brauner.*

Chm. 131-1 Thermodynamics and Kinetics 4 sem. hrs.

Prereq.: Chm. 126, Phy. 110 or 112, and Mth. 120 or consent of the instructor.

Detailed treatment of states of matter and the laws of thermodynamics (with applications to chemical and phase equilibria and electrochemistry) and reaction kinetics and mechanism. Laboratory study of pure materials, solutions, and rates of chemical reactions supplements the lecture and introduces the use of sophisticated instrumentation. Three lectures and one laboratory. *Bowers.*

Chm. 132-2 Quantum Mechanics and Molecular Structure 4 sem. hrs.

Prereq. or concurrent: Chm. 126, Phy. 110 or 112, and Mth. 120 or consent of the instructor.

The wave mechanical treatment of atoms, atomic and molecular spectroscopy, theories of chemical bonding, molecular structure, and statistical mechanics. Spectroscopic and model (computer and physical) studies make up the laboratory work. Three lectures and one laboratory. *Bowers.*

Chm. 141-2 Advanced Analytical Chemistry 4 sem. hrs.

Prereq.: Chm. 131.

Instrumental methods including spectrophotometric, polarographic, conductometric, and potentiometric; and as time permits, spectrographic methods, chemometry, solvent extraction, chromatography, and ion extraction. The use of NMR in inorganic analysis will also be included. Three lectures and one laboratory. *Soltzberg.*

Chm. 143-1 Advanced Organic Chemistry 4 sem. hrs.

Prereq.: Chm. 125.

A study of organic reaction mechanisms followed by synthesis design leading to full synthetic treatment of complex molecules. The latter half of the course can be oriented toward the treatment of the molecules having medicinal or biological significance such as synthetic drugs, hormones and natural products to be chosen according to the interests of enrolled students. *Beck.*

Chm. 144-2 Advanced Physical Chemistry 4 sem. hrs.

Prereq.: Chm. 131 and 132.

An extension of quantum and statistical mechanics to more complex problems in spectroscopy, reaction kinetics, and statistical thermodynamics than those introduced in *Chemistry 131* and *132*. Three lectures. *Members of the Department.*

Chm. 146-2 Organic Analysis 4 sem. hrs.

Prereq.: Chm. 125 and 126.

Laboratory work developing most of the important techniques in the isolation and identification of organic compounds. Lectures discussing the major spectrometric techniques used in organic structural elucidation. Three lectures and six hours of laboratory. *Piper.*

Chm. 147-1 Biochemistry 4 sem. hrs.

Prereq.: Chm. 125, 126, and 131 or consent of the instructor.

Organizing principles of living systems, structure and properties of bio-molecules, conformation of proteins. The course will also cover enzyme reaction mechanism and kinetics, principles of energy transfer in cells, reaction mechanism, integration and control of metabolic pathways. Three lectures and one laboratory. *Hartman.*

Chm. 148-1 Advanced Inorganic Chemistry 4 sem. hrs.

Prereq.: Mth. 120 and Chm. 132.

Structural and dynamic aspects of inorganic compounds, including ionic crystals, transition metal complexes, organometallics, and electron deficient species. The course will include topics of current bioinorganic interest such as metalloporphyrins, enzymes, nitrogen-fixation, and essential trace elements. *Bowers.*

Chm. 250-0 Undergraduate Research Project 8 sem. hrs.

Required of all seniors. Open to juniors and sophomores with the consent of the Department.

Selection of a research project involving a search of the scientific literature followed by laboratory work required for the solution of a problem. *Members of the Department.*

Chm. 260-1, 2 Individual Study Variable credit**Chm. 290-0 Chemistry Seminar No Credit**

Required of all chemistry concentrators. Other students are urged to attend. Members of the Department.

Faculty

James Underhill Piper, Ph.D. *Professor of Chemistry and Chairman of the Department of Chemistry*

Jerry Alan Bell, Ph.D. *Professor of Chemistry*

Phyllis Ambler Brauner, Ph.D. *Professor of Chemistry*

Iciah Sirel Hartman, Ph.D. *Professor of Chemistry*

Mae Lucille Beck, Ph.D. *Associate Professor of Chemistry*

Peter George Bowers, Ph.D. *Associate Professor of Chemistry*

Leonard Jay Soltzberg, Ph.D. *Associate Professor of Chemistry*

Carolyn Gosse Spodick, S.M. *Special Instructor in Chemistry*

Mary C. MacCurtain *Stockroom Assistant*

Kathryn L. Parmelee, B.A. *Secretary for the Department of Chemistry*

Department of Communications

The concentration in communications offers students a dual preparation in the written word and in the visual media. The courses equip students for careers in book and magazine publishing; newspaper and broadcast journalism; technical writing; public relations; advertising copywriting for print, radio, and television; graphic design for print and the electronic media; and the preparation of scripts and programs for film and video cassettes.

Internships and learning experiences in the various fields of communications are available to students enrolled in all concentrations in communications. In addition, seniors in the communications and the graphic and publishing arts concentrations and in the diploma program create a communications project and carry it through from concept to final production. Also, in these concentrations seniors write, edit and design the *Simmons Review*, an all-college magazine and an experimental laboratory. Each issue is a pilot publication of what the magazine of the future might be. Courses are supplemented by mini-institutes in the new media.

Concentration in Communications**Requirements**

The sequence of 32 semester hours of required courses in the concentration in communications would normally be taken in the following order:

Com. 320	Communications Media
Com. 130	Journalism
Com. 131	Article Writing I
Com. 340	Copy and Proof
Com. 341	Graphic Arts Production
Com. 345	Graphic Design
Com. 350	Independent Study: Senior Project
Com. 390	Senior Seminar in Publication

In addition to the concentration in communications, each student also selects 32 semester hours in a sequence of courses approved by the department offering the sequence. Students may also elect two sequences (totaling approximately 16 semester hours each) in two related subjects approved by the faculties of two departments. Sequences, both single and double, have been prepared in consultation with the various departments of the College. Examples of the possible sequences of courses are language and/or literature; literature and/or art history; art history and/or philosophy; philosophy and/or history; history and/or government; government and/or economics; psychology and/or sociology; and the physical sciences.

Special combinations are tailored to the student's special needs. Students may use these sequences of courses to complement their career objectives or to prepare for further study at graduate school.

Concentration in Graphic and Publishing Arts

The concentration in graphic and publishing arts, which is offered jointly with the School of the Museum of Fine Arts, prepares students to do graphic design work in publishing, television, and film.

Requirements

28 semester hours in communications, which would normally be taken in the following order:

- Com. 320 Communications Media
- Com. 341 Graphic Arts Production
- Com. 146 Seminar in Graphic Design
- Com. 148 Basic Photography
- Com. 149 Advanced Photography
- Com. 350 Independent Study: Senior Project
- Com. 390 Senior Seminar in Publication

16 semester hours in the Department of Art:

- Art 110a Basic Drawing (8 semester hours)

8 semester hours in Printmaking, selected from the following courses:

- Art 115 Silk Screen Printing I
- Art 116 Silk Screen Printing II
- Art 117 Intaglio Printmaking I
- Art 118 Intaglio Printmaking II

Taken at the School of the Museum of Fine Arts:

12 semester hours in Graphic Design
Elective: Filmmaking

Concentration in Advertising

The concentration in advertising is designed for students who are interested in advertising as a career and who have creative, selling and analytical talents.

The courses in this concentration prepare women for positions in advertising agencies and departments as copy writers, marketing specialists and researchers, media specialists (buying advertising space and broadcast time), graphic production and layout personnel, advertising traffic expeditors, and account executives.

Requirements

The sequence of 48 semester hours in advertising (24 in communications and 16 in management, plus an additional eight hours of independent study which must be taken senior year in the Department of Communications) are normally taken in the following order:

- Com. 320 Communications Media
- Com. 130 Journalism
- Com. 136 Advertising Copy Writing I
- Com. 137 Advertising Copy Writing II
- Com. 341 Graphic Arts Production
- Com. 345 Graphic Design
- Mgt. 127 Dynamics of Management
or
- Mgt. 128 Business and Its Environment
- Mgt. 150 Marketing
- Mgt. 152 Advertising Policies and Methods
- Mgt. 163 Marketing Research

Advertising concentrators meet the depth requirement by combining their management courses with an approved sequence of at least 16 semester hours in a subject other than communications or management.

Concentration in Corporate and Institutional Publishing and Public Relations

The concentration in corporate and institutional publishing and public relations is designed for students interested in business communications and prepares them for positions as editors of employee, customer, and institutional publications, directors of multi-media communications programs, public relations practitioners in business and public service organizations, and specialists in financial and international public relations.

Requirements

A total of 48 semester hours (28 semester hours in communications and 12 semester hours in management, plus eight hours of independent study which must be taken senior year in the Department of Communications) are required for the concentration in corporate and institutional publishing and public relations. Courses are normally taken in the following order:

- Com. 320 Communications Media
- Com. 130 Journalism
- Com. 135 Public Relations
- Com. 138 Editing Publications for Companies and Non-Profit Organizations
- Com. 340 Copy and Proof
- Com. 341 Graphic Arts Production
- Com. 345 Graphic Design
- Mgt. 127 Dynamics of Management
or
- Mgt. 128 Business and Its Environment
- Mgt. 147 Organizational Behavior
or
- Mgt. 137 Behavioral Implications for Women in Management
- Mgt. 150 Marketing

Public relations concentrators meet the depth requirement by combining their management courses with an approved sequence of at least 16 semester hours in a subject other than communications or management.

Post-Baccalaureate Program Leading to a Diploma in Communications

This program may be completed in one year on a full-time basis or over a longer period on a part-time basis. It offers graduates of approved colleges whose undergraduate programs have been largely academic the opportunity to do concentrated studies in the basic skills required in editing, publishing, graphic arts, and the new media. Each student's program is planned in consultation with the Department. Candidates who satisfactorily complete such a program are eligible for the Diploma in Communications.

A typical program (32 semester hours) includes the following courses:

- Com. 320 Communications Media
- Com. 340 Copy and Proof
- Com. 341 Graphic Arts Production
- Com. 345 Graphic Design
- Com. 350 Independent Study: Senior Project
- Com. 390 Senior Seminar in Publication
- Electives 8 semester hours

Courses

Com. 320-1, 2 Communications Media 4 sem. hrs.

An introduction to communication arts and theory, involving analysis of media from point of view of communicator. Numerous screenings supplement examples and exercises in film, video, multi-media, and graphic arts. *White.*

Com. 130-1, 2 Journalism 4 sem. hrs.

The discipline of straight, factual writing for the news media. Reporting, features, interviews, editorials, reviews. *Poole, Ball.*

Com. 131-1, 2 Article Writing I 4 sem. hrs.

Prereq.: Com. 130.

Writing articles for publication. Study and discussion of published material; reading, discussion, and criticism of student work. *Ball.*

Com. 132-2 Advanced Journalism 4 sem. hrs.

Prereq.: Com. 130 and consent of the instructor.

For students interested in news media careers. Spot reporting assignments of actual news events (courts, government, public affairs) with copy deadlines immediately afterwards. Lectures and newsroom practice in copy editing for newspapers, photo editing, page design and typography for newspapers. *Poole.*

Com. 133-1, 2 Broadcast Journalism 4 sem. hrs.

Prereq.: Com. 130 and consent of the instructor.

Reporting, filming, script writing, film and videotape editing for the broadcast media. Students will go out on actual news and documentary assignments.

Com. 134-1, 2 Article Writing II 4 sem. hrs.

Prereq.: Com. 131 and consent of the instructor.

For students who have completed *Communications 131*, and who wish to continue to write articles under instruction. Each student meets individually with the instructor.

Com. 146-1, 2 Seminar in Graphic Design 4 sem. hrs.

Enrollment: limited to ten.

Required for concentrators in graphic and publishing arts; elective for students who have had *Communications 345* and have demonstrated an interest and aptitude in graphic design. Individual conferences and regular group discussions. A wide variety of design problems, both conceptual and technical, structured to increase professional skills while developing individual design abilities. *Bratton.*

Com. 147-2 Printing Workshop 2 or 4 sem. hrs.

Prereq.: Com. 341.

An individual project course. Experimentation with type, illustration, and reproduction processes. *Bratton.*

Com. 148-1, 2 Basic Photography 4 sem. hrs.

Enrollment: limited.

An introduction to photography as visual communication. Basic camera and darkroom techniques, lighting, design, and composition in black and white. Planning and taking of photographs for various types of publications. *Jackson.*

Com. 149-2 Advanced Photography 4 sem. hrs.

Prereq.: consent of the instructor.

Advanced and applied photography in black and white and color with emphasis on craftsmanship, problem solving, and visual communications. Further emphasis is placed on the development of the student's ability to apply creative thinking and contemporary techniques in executing meaningful and effective professional photographs for a wide variety of media and utilization. *Jackson.*

Com. 350-1, 2 Independent Study: Senior Project 4 sem. hrs.

Prereq.: the concentration in communications.

Each student is required to create a communications project and carry it from concept to final production. *Bratton, White.*

Com. 390-1, 2 Senior Seminar in Publication 4 sem. hrs.

Prereq.: the concentration in communications.

Each student participates in the writing, editing, and designing of the *Simmons Review*, an experimental pilot publication of what the magazine of the future will be. Several issues of the publication are converted into video cassette magazines. *Furlong.*

Com. 252-1, 2 Independent Study 4 sem. hrs.

The student may do independent study off-campus but under the guidance of a faculty member. The student meets with the faculty member at regular intervals for evaluation.

Com. 260 Individual Study 4 sem. hrs.

Qualified students may pursue writing, publishing, graphic design, photography, production of video tapes, and filmmaking interests beyond the limits of the listed courses. *Members of the Department and specialists in the field.*

Com. 270-1, 2 Internship 8-16 sem. hrs.

To qualify for internship, the student must have fulfilled most of her Departmental and/or interdepartmental requirements. (Usually this occurs in the junior year.) The student goes out into the field to gain professional experience by applying theoretical knowledge to practical problems.

Com. 271-1, 2 Field Experience 4-8 sem. hrs.

This experience is available to the student who has not yet fulfilled most of her Departmental and/or interdepartmental requirements but who wants to learn in the field. Placement is based on the student's background and interest.

Com. 135-1, 2 Public Relations 4 sem. hrs.

Prereq.: Com. 130.

Institutional public relations and practical training in publicity procedures; analyzing the needs of the client, outlining campaigns, and preparing and placing copy in the print and electronic media. Through workshops, special attention will be given to the application of public relations principles to industrial, educational, and community problems. Students may go into the field on mini-internships or do public relations projects. *Patton.*

Com. 136-1 Advertising Copy Writing I 4 sem. hrs.

Advertising form and style and the writing of advertising copy. Projects and criticism, with some general reading in the theory and practice of advertising. *Bailey.*

Com. 137-2 Advertising Copy Writing II 4 sem. hrs.

Prereq.: Com. 136.

Problems and practice of writing advertising copy for radio, television, and cable TV. Projects and criticisms with field trips to agencies and broadcast stations. *Bailey.*

Com. 138-2 Editing Publications for Companies and Non-Profit Organizations 4 sem. hrs.

Prereq.: Com. 130 and 135, and consent of the instructor.

An individual study course for students who look forward to editorial employment in company or institutional publications. Various specialized types of editing; the company and institutional newspaper, newsletter, and magazine, the annual report, and personnel handbook. Students will attend class for half the semester and then go into the field on mini-internships. During field work, students will meet with the instructor on an individual basis. *Patton.*

Com. 340-1, 2 Copy and Proof 4 sem. hrs.

Exercises and tests, based on the *Manual of Style and Words into Type*, to develop a professional attitude towards the problems of "form" and "style" in the preparation of copy for publication and in the techniques and problems of reading proof. *Wood.*

Com. 341-1 Graphic Arts Production 4 sem. hrs.

The techniques and processes that convert word copy and pictorial copy to printed page, including problems specific to advertising, promotion, magazine publishing, book publishing. *Bratton, Jamieson.*

Com. 142-1, 2 Video Production 4 sem. hrs.

Prereq.: consent of the instructor.

Enrollment: limited.

A laboratory course in basic video production. Students conceive, write, and produce several short video tapes. Course study will include translation of an idea into visual terms: theory of television; orientation to single-camera shooting, half-inch video editing, equipment, light, sound, TV graphics, and scripting. *White.*

Com. 143-1, 2 Cinematography 4 sem. hrs.

Prereq.: Com. 320.

Instruction in the visual language of film and filmmaking skills. Primary concern for the Super 8 camera and its operation, exploration of lighting, camera placement and editing. Filmmaking assignments, comparative screenings of student work and selected sequences from feature films and shorts. *Greenspan.*

Com. 345-1, 2 Graphic Design 4 sem. hrs.

Prereq.: Com. 341.

The principles of pure design as applied to the problems of graphic presentation in black and white and color, primarily for magazines and promotional material, with references to techniques in advertising, books, and television graphics. *Bratton, Bartlett.*

Faculty

Virginia Louise Bratton, S.B. *Professor of Graphic Arts*

Alden Wright Poole, S.B. *Associate Professor of Journalism*

Robert Francis White, M.S. *Assistant Professor of Communications*

Reginald L. Jackson, M.F.A., M.S.W. *Assistant Professor of Photocommunications*

Margaret Matheny Bailey, A.B. *Lecturer on Advertising Copy Writing*

Charles Herbert Ball, S.M. *Lecturer on Journalism*

Richard Bartlett, A.B. *Special Instructor in Communications*

Stacy Greenspan, B.F.A. *Special Instructor in Filmmaking*

Louise Jamieson, A.B. *Special Instructor in Graphic Arts*

William Patton, S.B. *Special Instructor on Public Relations*

Alden Wood, A.A. *Special Instructor on Editorial Procedures*

Kathryn Furlong, A.B. *Associate Editor of the Simmons Review*

Anna Fang, A.B. *Secretary for the Department of Communications*

Associates 1978-79

Nancy Axelrad, A.B. *Associate in Multi-Media*
President, N.A. Associates, Pittsburgh

Richard Bartlett, A.B. *Associate in Book Design*
Director of Publications, The Peabody Museum at Harvard

A. S. Burack, A.B. *Associate in Book and Magazine Publishing*
Editor and Publisher, *The Writer*, Inc., Boston

Norman L. Cahners, A.B. *Associate in Business Publishing*
Chairman, Cahners Publishing Company, Inc., Boston

Allen Chellas, A.B. *Associate in Communication*
Formerly Vice President, *Newsweek*, Inc., New York, and presently a communications consultant

Muriel Cohen, S.M. *Associate in Educational Publishing*
Education Editor, *The Boston Globe*

Theodore Conant, A.B. *Associate in Broadcast Media*
Director of Schroder Technology, New York

Emily Flint, A.B. *Associate in Magazine Editing*
Formerly Managing Editor, *The Atlantic Monthly*, Boston, and formerly Editor, The Peabody Museum at Harvard

William H. Ganick, A.B. *Associate in Advertising*
Senior Vice President, Harold Cabot & Co., Inc., Boston

Corbin Gwaltney, A.B., D. H. L. *Associate in Educational Publishing*
Editor and President, Editorial Projects for Education Publisher, *The Chronicle of Higher Education*, Washington, D.C.

Katherine Marie Heggie, S.B. *Associate in Research*
Hemenway and Barnes, Boston

Charles M. Helmken, A.M. *Associate in Educational Publishing*
Director of Special Projects, Council for the Advancement and Support of Education, Washington, D.C.

Alice Murphy Lavin, S.B. *Associate in Industrial Editing*
Editor, *Management News*, New England Telephone Company, Boston

Edward Loeb, A.B. *Associate in Publication*
Vice President, *Cue Magazine*, New York

Herbert R. Mayes *Associate in Publishing*
Saturday Review, New York

Richard Murphy, A.B. *Associate in Video Production*
Regional Manager/Northeast, Advanced Education Services, Control Data Corporation, Burlington

Bruce L. Paisner, A.B. *Associate in Video Production*
General Manager, Time-Life Video, New York

Constance Louise Tree, S.B. *Associate in Book Design*
Vice President and Production Manager, Ginn and Company, Xerox Corporation, Lexington

Dino Griz Valz, A.B. *Associate in Graphic Production*
Formerly Media Director, Sutherland-Abbot Company, Boston

Dietmar Winkler *Associate in Graphic Design*
Dean, Illinois Institute of Technology, Institute of Design, Chicago

Department of Economics

Concentration in Economics

An increasingly urban, technological, and industrialized society places a growing demand upon its members to understand its economic problems and processes. The concentration in economics provides the student with an excellent background for a variety of positions in industry, finance, government, education, and urban affairs. Moreover, the background provided prepares the student for graduate work in law, business, and economics.

A special area of emphasis in the Economics Department is the field of urban economics. A number of urban-related courses can be taken as a core which will give the student considerable flexibility in her career development. This urban economics core can be combined with the fields of government, sociology, management, or others to equip the student with the necessary background for exciting careers in a variety of urban-related endeavors. The course work can be combined with an internship which is specifically designed to allow the student to apply her skills and learning in the professional world.

Requirements

Economics 101 and 102, Principles of Economics, are basic to all subsequent work in this field and should be taken no later than the second year by students considering specialization in economics. Mathematics 108 is required of all students taking the straight economics concentration. In addition to Economics 101, 102 and Mathematics 108, 20 semester hours of course work in economics are required for the concentration in economics, as follows:

Eco. 111 Microeconomics
Eco. 112 Macroeconomics
Eco. Electives: twelve semester hours of additional courses

Economics 117, Econometrics, is strongly recommended as a course elective for all students concentrating in economics. In addition, economics concentrators are advised that they must complete eight semester hours of independent study after consultation with members of the Department. Students in the straight economics concentration are encouraged to take Mathematics 179, as it will benefit them greatly in further work in economics.

Interdepartmental Concentrations

Students specializing in economics can frequently profit from the study of related fields, such as history, government, sociology, mathematics, and management. In two such instances, formal interdepartmental concentrations are available. A concentration in finance is offered cooperatively with the Department of Management and administered by that Department. An interdepartmental concentration in economics and mathematics is offered jointly with the Department of Mathematics and administered by the Department of Economics. These specializations meet the needs of students in economics and business relative to the increas-

ing emphasis on the use of mathematics. For those students with good mathematical aptitude who do not wish to specialize only in mathematics, the interdepartmental concentration in economics and mathematics provides the opportunity to develop a field of applied mathematics.

In addition to the interdepartmental concentrations, an increasing number of students are availing themselves of the option to declare dual concentrations. The inter-relatedness of today's problems makes the combining of related disciplines a sensible decision for an undergraduate. The Department of Economics encourages this course of action.

Interdepartmental Concentration in Economics and Mathematics

Requirements

Economics 101 and 102, Principles of Economics, are basic to all subsequent work in economics and should be taken no later than the second year by all students considering the interdepartmental concentration in economics and mathematics. Students electing this interdepartmental concentration are required to complete the following additional courses:

Economics

Eco. 111 Microeconomics
Eco. 112 Macroeconomics
Eco. 117 Econometrics

Mathematics

Mth. 138 Probability Theory
Mth. 139 Mathematical Statistics
Mth. 110 Calculus I
Mth. 111 Calculus II
Mth. 120 Calculus III
Mth. 121 Calculus IV
Mth. 124 Linear Algebra

Also required are an independent study requirement of eight semester hours and at least two electives from the economics electives or from Mathematics 130 or 146. In addition, Economics 116 is recommended.

Interdepartmental Concentration in Finance

For details of the requirements for the interdepartmental concentration in finance, see the concentration listed under the Department of Management.

Courses

Eco. 101-1 Principles of Economics—Macroeconomics 4 sem. hrs.

An introduction to the principles and policies determining output, employment, inflation, growth, and the distribution of income in national economics. Analysis of the banking system, money creation, government expenditure and taxation as forces directing aggregate economic activity. Lectures and discussion. *Members of the Department.*

Eco. 102-2 Principles of Economics—Microeconomics 4 sem. hrs.

The basic principles governing the behavior of individual firms and consumers in the microeconomy. An introduction to the primary laws of economics through a description of the price system under conditions of free competition, monopoly, and governmental regulation. International trade and balance of payments problems are also examined. Lectures and discussion. *Members of the Department.*

Eco. 111-1 Microeconomics 4 sem. hrs.

Prereq.: Eco. 102.

This course covers the following topics: the theory of the firm and the consumer; the theory of perfectly competitive markets and general equilibrium; factor price determination in perfect and imperfect markets; welfare economics; the theory of technological change; the public economy. Lectures, discussion, and exercise work.

Eco. 112-1 Macroeconomics 4 sem. hrs.

Prereq.: Eco. 101.

An intermediate course in the theory, measurement, and application of national income and employment concepts, with particular attention to the effectiveness of recent fiscal, monetary, and incomes policies in achieving price stability, full employment, and sustained economic growth. *Sawtelle.*

[Eco. 116-2 Mathematical Economics 4 sem. hrs. Not offered in 1978-79.]

Prereq.: Eco. 101, 102; Mth. 110, 111 or consent of the instructor.

Participants will investigate the theory and application of mathematical tools in economics. Topics include optimization techniques, input-output analysis, linear programming, and difference equations. Available computer programs are used for numerical analysis. *Tolpin.*

Eco. 117-1 Econometrics 4 sem. hrs.

Prereq.: Eco. 101, 102 and Mth. 108 or consent of the instructor.

The study of economic model building and the observation and measurement of economic variables and relationships; development by principles and techniques with a view toward testing hypotheses generated by economic theory and predicting the future behavior of economic variables; emphasis on constructing econometric models as well as testing their validity. *Tolpin.*

[Eco. 121-1 History of Economic Thought 4 sem. hrs. Not offered in 1978-79.]

Prereq.: Eco. 101, 102.

A topical and chronological survey of the various schools of economic thought, including the pre-Classical, Physiocratic, Austrian, Neo-classical, Institutional, Socialist, Keynesian, and Neo-Keynesian, with special emphasis on the significance of these schools in their application to current economic problems.

Eco. 122-2 Evolution of Economic Institutions and Public Policy 4 sem. hrs.

Prereq.: Eco. 101, 102.

This course examines selected technological and organizational innovations and their impact upon American economic and social development. These innovations are evaluated in the light of a multi-disciplinary approach to the theory of development. The role of the public sector is especially emphasized as it encourages and inhibits society's development. Case studies in public intervention (Urban Renewal, Transportation Planning, Public Regulation, Metropolitan Government, Fiscal Federalism) will be used to test theories of social development.

[Eco. 126-1 American Economic History 4 sem. hrs. Not offered in 1978-79.]

Prereq.: Eco. 101, 102 or consent of the instructor.

An analysis of growth in the American economy during the 19th and 20th centuries, with emphasis on agrarian expansion, the impact of technological change, monetary and banking reform, the causes and effects of business cycles, and the economic consequences of political conflicts.

Eco. 131-1 Money and Banking 4 sem. hrs.

Prereq.: Eco. 101, 102.

Analysis of the workings of the financial sector of the U.S. economy; emphasis on the portfolio allocation decisions of spending units, the operations of financial institutions and financial markets, and the role of monetary policy as they ultimately effect the level of real economic activity; current developments in the monetary sector are used to illustrate the theoretical principles developed in the course.

Eco. 136-1 Public Finance 4 sem. hrs.

Prereq.: Eco. 101, 102 or consent of the instructor.

Examination of expenditure and revenue collection at all levels of government, with emphasis on state and local government. Topics include allocation, stabilization, and redistribution effects of spending and taxing, techniques of analysis and evaluation, review of selected programs, and political implications of the government role in the economy.

Eco. 141-1 Analysis of American Industry 4 sem. hrs.

Prereq.: Eco. 101, 102.

An examination of the competitive bases of the American economy, focusing on determinants of market structure and conduct. Evaluation of industrial performance, with a view to the social responsibility of business. Examination of government policies toward business (e.g., antitrust), focusing on selected cases.

Eco. 142-2 Managerial Economics 4 sem. hrs.

Prereq.: Eco. 101, 102.

This course examines the application of economic analysis to managerial decisions concerning output, market performance, competitive behavior, and production efficiency in profit and non-profit enterprises. Quantitative techniques appropriate to demand estimation, price determination, market share strategies, resource allocation, and input-output forecasting are utilized in cost-benefit studies of management alternatives. Additionally, market and non-market regulations and public controls are considered in determining the economic environment in which managerial decisions are made. *Sawtelle.*

Eco. 144-2 Economics of Health Care 4 sem. hrs.

Prereq.: Eco. 102 or consent of the instructor.

Application of economic principles to the analysis of health care problems; examination of social and economic aspects of the supply of health professionals with particular emphasis on physicians and nurses; the nature of the demand for health care services and the cost, financing, and distribution of such services; the role of the government—Medicare, Medicaid, national health insurance. *Tolpin.*

[Eco. 146-2 Economics of Labor 4 sem. hrs. Not offered in 1978-79.]

Prereq.: Eco. 101, 102 or consent of the instructor.

An analysis of the labor market considering trends in employment, wage determination and productivity, the impact of automation, the American labor movement, and collective bargaining under unionism. Special emphasis on the role of women in the labor market and sexual discrimination. In addition, other labor market distortions will be examined with reference to minorities. Analysis of public policy concerning these issues. *Sawtelle.*

[Eco. 147-2 Women and the Economy 4 sem. hrs. Not offered in 1978-79.]

Women as consumers, producers, factor owners, and entrepreneurs, considering the special circumstances of women not only in the professions and paid employment, but also as unpaid housewives and volunteers. The transition of women's roles as economies mature will be examined with particular reference to the impact of social legislation upon women's economic progress. *Sawtelle.*

Eco. 151-1 Urban Economics 4 sem. hrs.

Prereq.: Eco. 101, 102 or consent of the instructor.

Economic analysis of urban areas, considering the spatial form of the city, optimal land use patterns, growth, and renewal. Particular emphasis will be placed on the examination of current public policies related to transportation, housing, the provision and financing of public services, and the development of human resources through education and employment.

Eco. 152-2 Urban Economics Seminar 4 sem. hrs.

Prereq.: an urban-related course from any discipline or consent of the instructor.

This course provides students with an opportunity to exercise previously learned skills in the solution of specific urban problems. A simulated environment is used to place students in policy making roles faced with real-world constraints. An interdisciplinary approach is attempted as students take on the roles of planners, politicians, residents, special interest groups.

Eco. 161-1 Regional Economics 4 sem. hrs.

Prereq.: Eco. 101, 102.

An examination of market forces which operate in sub-national areas to determine the location, structure, and growth of economic activity. Models and tools appropriate to regional economic analysis will be developed, with emphasis on the applications of such tools to problems of regional economic disparities and unbalanced growth.

[Eco. 171-1 Comparative Economic Systems 4 sem. hrs. Not offered in 1978-79.]

Prereq.: Eco. 101, 102.

The historical context of American capitalism, and the validity of our "principles of economics" as a tool for understanding different economic systems, including market-socialism and the Soviet command economy. The economic systems of Japan and China will also be examined.

Eco. 176-1 Economic Development 4 sem. hrs.

Prereq.: Eco. 101, 102.

Stagnation and growth in emerging economies. The relation of natural resources, population, saving, and capital formation to balanced and unbalanced growth in closed and open systems. Special emphasis on the role of private and public enterprises in the planning process.

Eco. 181-2 International Economics 4 sem. hrs.

Prereq.: Eco. 101, 102.

Economic principles underlying foreign trade, showing why trade takes place between countries and the mutual gains from such trade. How goods and services are paid for between nations; the effect of trade on prices and production; the balance of payments and the international monetary system.

[Eco. 186-2 United States Foreign Economic Policy 4 sem. hrs. Not offered in 1978-79.]

Prereq.: Eco. 101, 102.

A comprehensive treatment of the relationship of the U.S. economy to the world economy. Topics studied will include tariff and trade policy, policies directed to the "Third World" and the communist countries, international monetary policies, and the role of the dollar. The interface of international economics and international politics is also analyzed.

Eco. 250-1, 2 Economic Research Seminar 4-8 sem. hrs.

Prereq.: consent of the Department.

This seminar satisfies the independent study requirement of the economics concentrator. Students may engage in independent projects away from the campus and then give a written and oral report on the project to the members of the seminar. In addition, members of the Department and outside faculty members will report on their own research.

Eco. 260-1, 2 Directed Study: Readings and Research

4 sem. hrs.

Prereq.: consent of the Department.

Members of the Department.

Eco. 270-1, 2 Internship Programs 8-16 sem. hrs.

Prereq.: consent of the Department.

This program is designed to provide on-the-job experience with various private and governmental institutions, agencies, and firms in the areas related to the academic background and interests of individual students. Normally the student will have completed all other course requirements prior to an internship.

Faculty

Barbara Ann Sawtelle, Ph.D. Associate Professor of Economics and Chairman of the Department of Economics

†**Donald Ross Sherk, Ph.D.** Professor of Economics

Harriet S. Tolpin, Ph.D. Assistant Professor of Economics

Ruth O. Hirsch, A.B. Secretary for the Departments of Economics, Government, History, and Sociology

Department of Education

The Department of Education offers graduate and undergraduate programs for 1) those who wish to work with children or adolescents on the preschool, elementary, or secondary school levels; 2) those who wish to work with children and/or adults through other human service agencies.

For a description of graduate programs, see the listings for the Master of Arts in Teaching, Master of Science in Home Economics Education, and Master of Science in Special Education on pages 86-88.

Undergraduate programs are offered in the following areas:

1. Secondary Education (in major liberal arts subject areas)
2. Elementary Education
3. Special Education
4. Human Services
5. Early Childhood Education

†On leave of absence entire year 1978-79

Teacher certification requirements in Massachusetts and most other states are met by the programs in education, either by transcript evaluation or through the agreement with the Interstate Certification Compact.

Secondary and Elementary Programs: Professional Sequence

These programs in teacher training combine a concentration (see descriptions below) in a subject matter area with a professional sequence of courses designed to introduce the student to education as a profession, and to provide her with the expertise to enter it. The professional program consists of:

Introduction to Education (Edu. 101)

Area I: Philosophy of Education: The School and Its Social Foundations

Area II: Psychology and Human Development

Area III: Methods, Materials, and Curriculum
Student Teaching and Seminar

Elementary education candidates are also required to take one course in American history.

Secondary Education Program and Concentrations

The professional program must be combined with a *full concentration* in the subject matter to be taught, such as foreign languages, mathematics, or English, or with an interdepartmental program such as American Studies. (See concentration requirements under each departmental statement.) Within the professional program, each student must take:

Education 101 Introduction to Education 4 sem. hrs.

Area I One course 4 sem. hrs.

Area II Psy. 136 (Adolescent Psychology) or equivalent 4 sem. hrs. (Note: Psy. 120 is a prerequisite for all Psy. courses)

Area III Methods of teaching the subject area 4 sem. hrs.

Student teaching and Seminar 16 sem. hrs.

Total: 32 sem. hrs.

Elementary Education Program and Concentrations

Each student must take the professional program which consists of:

Education 101 Introduction to Education 4 sem. hrs.

Area I One course 4 sem. hrs.

Area II Psy. 135 (Developmental Psychology) 4 sem. hrs.
(Note: Psy. 120 is a prerequisite for all Psy. courses)

Area III Education 364 Methods of teaching reading 4 sem. hrs.
Education 367 Methods of teaching math 4 sem. hrs.
Education 153 Audio-visual fundamentals 2 sem. hrs.
Education 154 Methods of teaching social studies and science 2 sem. hrs.
American history 4 sem. hrs.
Student teaching and Seminar 16 sem. hrs.
Total: 44 sem. hrs.

There are two options for combining the professional sequence in elementary education with other concentrations. They are:

- 1) Full concentration with professional program: Students may complete a full concentration in another department as well as fulfilling the professional program requirements.
- 2) Core concentration with professional program: For those students who do not wish to complete a full concentration in a subject field, a core concentration (described below) may be elected. Within the professional program, each student must take:

a.

English-Social Studies: 32 semester hours total: 16 semester hours selected from English and 16 semester hours from social studies. Within this program eight semester hours must be selected from American history and literature courses.

b.

Mathematics-Science: 32 semester hours total. Requirements:

Mth. 110 and 111 Calculus I and II

Mth. 104 Finite Mathematics

Biology: at least eight semester hours

One of the following:

Chm. 111 and 112 Introductory Chemistry

Chm. 113 and 114 Principles of Chemistry,
Chemistry of the Covalent Bond

Phy. 110 and 111 Introductory Physics

Phy. 112 and 113 Fundamentals of Physics

Electives:

Math or Science: four semester hours

c.

Special Core Concentration for those interested in other combinations, including art and music: no fewer than 32 semester hours to be defined in consultation with Education Department adviser.

Special Education

The undergraduate program in special education prepares a student for approval as Teacher of School-Age Children with Moderate Special Needs within the Commonwealth of Massachusetts. The program will meet the requirements in several other states. However, students interested in preparing for such work in another state should consult their state education office to determine the requirements for that state.

The teacher of school-age children with moderate special needs works with children with special

needs who require instruction and services outside of the regular classroom for a portion of their day. These are usually provided in a resource room setting or special classroom. The program prepares the teacher to provide each child with the necessary skills to participate in a regular classroom and the community to the fullest possible extent.

The undergraduate special education program is taken concurrently with the program in elementary education. Special education concentrators must meet all the elementary education requirements except that:

1. A core concentration is not required.
2. Eight weeks of the student teaching semester is in elementary education. The remainder is in special education.

Therefore, upon successful completion of the program students will be qualified as elementary and special education teachers.

Special Education Courses are ordinarily taken beginning in the junior year and follow this sequence.

Junior Year

Fall Semester

Edu. 320	Self-Help Skills	2 sem. hrs.
Edu. 326	Introduction to Individualizing Instruction: Observing and Recording Learners' Behaviors and Analyzing Tasks	2 sem. hrs.
Edu. 342	Analysis of Behavior: Principles and Classroom Applications	4 sem. hrs.

Spring Semester

Edu. 319	Issues in Special Education: Application of the Concept of Normalization in Mainstreaming	2 sem. hrs.
Edu. 321	Career Education	2 sem. hrs.
Edu. 334	Reading: Diagnosis, Referral, and Development of Individual Plans	2 sem. hrs.
Edu. 335	Mathematics: Diagnosis, Referral, and Development of Individual Plans	2 sem. hrs.
Edu. 341	Developing Basic Competencies, Identifying Eligible Learners and Implementing Individual Plans	4 sem. hrs.

Senior Year

Fall Semester

Edu. 327	Speech and Language	2 sem. hrs.
Edu. 328	Delayed Speech and Language: Diagnosis and Referral	2 sem. hrs.
Edu. 344	Individualizing Instruction for Learners with Social-Emotional Problems	4 sem. hrs.
Edu. 352	Seminar in the Application of Group Management Procedures for Children with Special Needs	4 sem. hrs.

Spring Semester

Student teaching

Student teaching requirements include eight weeks of teaching all day, five days a week.

For course descriptions in special education, see Area IV.

Each student will also be required to have completed Psychology 135, Developmental Psychology.

In accordance with State requirements the Simmons Special Education Program is competency-based. For this reason in the case of transfer students, credit for course work will not be granted automatically. A student's competence in course work already completed elsewhere will be evaluated by Simmons staff and accepted where indicated.

Human Services Program

The program in Human Services is designed for 1) those preparing for careers of service in those public and/or private agencies concentrating in areas of human service resources, protection, and advocacy; those interested in areas of corrections or in community development and planning; 2) those preparing for graduate work in the social service, social work, or community planning areas; 3) those who for purposes of their general education, wish broad study and internship in the social services.

The program consists of core requirements, an internship, and electives to be planned with the adviser. A total of 40 semester hours is required. Some courses listed have prerequisites.

The *program sequence* is:

Edu. 130	Introduction to Human Services
Edu. 312	Human Service Advocacy
His. 119	History of the Family
Edu. 131	The Family, Public Policy, and Social Agencies
Edu. 137 or Soc. 133	Growth and Change in Individuals and Families
Edu. 290	Family and Society
	Internship in Human Services

Program Electives

Three (3) additional electives, usually from Health Science, Psychology and Sociology will be chosen in consultation with the adviser. One of these electives must be a course in Afro-American Studies or another minority culture.

Early Childhood Education

Early Childhood Education is designed for those who wish to teach preschool-age children. Students in this field follow this sequence of courses:

- Edu. 101 Departmental Seminar in Early Childhood Education
- Edu. 108 Issues in Early Childhood Education
- Edu. 137 Growth and Change in Individuals and Families
- Edu. 138 Curriculum in Early Childhood Education
- Edu. 273 Student Teaching
- Edu. 312 Human Service Advocacy
or
- Edu. 131 The Family, Public Policy, and Social Agencies
- Psy. 348 Developmental Psychology II
- Psy. 349 Developmental Psychology III
- Ntr. 111 Ecology of Food and Nutrition
- His. 119 History of the Family

Combined Programs in early childhood education—elementary education: consult the Department Chairman.

Integrated Concurrent Bachelor's-Master's Curriculum

This curriculum is planned for: 1) Students who are not education concentrators, but also wish to acquire teaching credentials; 2) Students who are education concentrators, but wish to combine areas of concentration within the Department (such as Elementary Education, Special Education, and Human Services).

It may be completed in five years, or less if a student gains credits by attending summer school or taking five courses. Programs are individually arranged to meet specific needs of students. Students should apply no later than the first semester of the junior year. The two degrees are awarded concurrently after completion of the full program.

Requirements: Completion of 32 credits beyond the 128 needed for the B.A. All program requirements for both degrees must be met within the total requirement of 160 credits. (See page 86 for M.A.T. program description.)

Graduate Programs in Education. For information about the Master of Arts in Teaching, the Master of Science in Home Economics Education, and the Master of Science in Special Education, see page 86.

Courses

Rather than appearing in numerical order, courses are listed consecutively within each area. Areas, in order, are Departmental Seminar; Field Work, Individual Study, and Student Teaching; Philosophy of Education; Psychology and Human Development; Methods, Materials, and Curriculum, Special Education and Human Services.

Edu. 101-2 Departmental Seminar 4 sem. hrs.

Required as the first course in the professional education sequence. Weekly field work required. Readings, papers, and class discussions introduce students to the field of education, emphasizing such questions as: why educate? what sort of an organization is a school? what has it been expected to do and what *can* it do? who is involved? what is taught, both formally and informally? what is responsible evaluation? and what does the future hold? *Smith.*

Field Work, Individual Study, and Student Teaching

All student teaching will take place within the greater Boston area. Students are responsible for arranging and paying for transportation to and from schools and for locating housing during the College's spring recess, as well as for the additional time involved in the following 17-week dual placement courses: Education 271, 272, 277, and 477.

Edu. 260-1, 2 Individual Study 4 sem. hrs.

By arrangement with individual members of the Department.

Edu. 270-1, 2 Student Teaching: Elementary Education

16 sem. hrs.

Prereq.: consent of the Department.

Each student is assigned teaching responsibilities, under supervision, in one of the elementary schools in the Metropolitan Boston area. *Lyman.*

Edu. 271-2 Student Teaching: Early Childhood and

Elementary Education 16 sem. hrs.

Prereq.: consent of the Chairman of the Department.

Edu. 273-1, 2 Student Teaching: Early Childhood Education

12 sem. hrs.

Prereq.: Edu. 138 and consent of the Department.

Observation and teaching experience in early childhood programs; communicating with young children and handling individual and group problems. Teaching experience arranged, according to the special interests of students, in the Simmons College Child Study Center, day-care centers, hospitals, and other schools. Seminar accompanies student teaching. *Members of the Department.*

Edu. 274-2 Student Teaching: Elementary Education or

Secondary Education

8 sem. hrs.

Must be taken in conjunction with Education 275.

Each student is assigned teaching responsibilities, under supervision, in one of the elementary schools in the Metropolitan Boston area. *Lyman.*

Edu. 275-2 Student Teaching: Special Education 8 sem. hrs.

The student is assigned teaching responsibilities in a resource room or a substantially separate class for children with special needs. The student must show effective service with a minimum of seven learners.

Edu. 276-1, 2 Student Teaching: Secondary Education

16 sem. hrs.

Prereq.: consent of the Department.

Each student assumes full responsibility, under supervision, for the teaching of at least one secondary school class in her subject-matter field for the entire semester. *Lyman.*

Edu. 277-2 Student Teaching: Elementary and Secondary Education 16 sem. hrs.

Prereq.: permission of the Chairman of the Department.

Each student is assigned teaching responsibilities, under a supervisor, sequentially, in elementary and secondary school classrooms. *Lyman.*

[Edu. 285-2 Field Work and Seminar: The Schools and the Urban Child 4 sem. hrs. Not offered in 1978-79.]

A course open to all Simmons students interested in gaining a better understanding of the organizations and institutions which structure the academic experiences of Boston public school children. *Noble.*

Edu. 288-1, 2 Seminar or Field Work in Elementary or Secondary Education 16 sem. hrs.

Enrollment: limited.

Special emphasis on alternative career choices in education. *Members of the Department.*

Edu. 290-1 Internship in Human Services 8 sem. hrs. Noble.

Edu. 460-1, 2 Individual Study 4 sem. hrs.

Enrollment: for graduate students, by arrangement with individual members of the Department.

Edu. 470-1, 2 Student Teaching: Elementary Education 12 sem. hrs.

See description for Education 270. *Lyman.*

Edu. 475-1, 2 Teacher of Children with Moderate Special Needs Practicum 8 sem. hrs.

Placement in school setting with children with moderate special needs. Emphasis on direct service to children with in the least restrictive environment. *Lyman.*

Edu. 476-1, 2 Student Teaching: Secondary Education 12 sem. hrs.

See description for Education 276. *Lyman.*

Edu. 477-2 Student Teaching: Elementary and Secondary Education 12 sem. hrs.

See description for Education 277. *Lyman.*

Edu. 480-1, 2 Elementary or Secondary Education 6 sem. hrs.

Must be taken in conjunction with Edu. 481.

Each student is assigned teaching responsibilities under a supervisor, in one of the schools in the Greater Boston area.

Edu. 481-1, 2 Teacher of Children with Moderate Special Needs Practicum 6 sem. hrs.

Must be taken in conjunction with Edu. 480.

Student is responsible for serving a minimum of seven learners in reading, language, math, and social science areas. This can occur in either a substantially separate classroom or resource room, depending on student's previous field experiences.

[Edu. 485-2 Professional Seminar: Urban Elementary Teaching Program 2 sem. hrs. Not offered in 1978-79.]

Discussion of students' classroom experiences. Concentration on a final summarized integration of the learning experience, to provide opportunity for group evaluation of the program and of members' own participation in it. *Rawlins.*

Edu. 486 Seminar and Independent Study in Home Economics Education (Graduate)

Members of the Department.

Edu. 488-1, 2 Seminar or Field Work in Elementary or Secondary Education 12 sem. hrs.

Enrollment: limited.

See description for Education 288. *Members of the Department.*

Area I: Philosophy of Education: The School and Its Social Foundations

Edu. 108-2 Issues in Early Childhood Education 4 sem. hrs.

A comprehensive view of day care designed to develop an understanding of various day care programs and child care arrangements. A critical evaluation of existing programs for young children in regard to philosophy, facilities, teaching styles, and program management. Weekly seminar on individual observations made in programs in the area serving infant and preschool age groups from a variety of ethnic and cultural backgrounds. *Squibb.*

Edu. 305-1 Philosophy of Education 4 sem. hrs.

In small open discussion groups, students choose and learn about different aspects of the broad field of education, and thus move toward formulating a philosophy of their own consistent with their style of teaching and learning. Individual project. *Smith.*

[Edu. 307-1 History of American Education 4 sem. hrs. Not offered in 1978-79.]

How have previous Americans transmitted culture from one generation to the next? Consideration of changing roles of schools in American society; of developing views of the child, the citizen, and democracy; and of resulting social and intellectual influence on educational policies and practices. Emphasis on individual projects and reports. *K. Lyman.*

Edu. 309-2 Contemporary Issues in the American School and Society 4 sem. hrs.

An examination of the responsibilities of American education in a rapidly changing society. Conducted primarily by means of case studies. Investigation of a current case during last half of the semester. Designed for those who are not enrolled in education programs as well as for those who are. *Noble.*

Edu. 310-2 Sources of Humanistic Education 4 sem. hrs.

Traces the stream of educational thought and practices which emphasize the need to foster each child's unique natural powers of growth. Readings will include Plato, Montaigne, Locke, Rousseau, Comenius, Pestalozzi, Herbart, Froebel; some parts of Freud, Isaacs, Piaget, Dewey. Study of certain schools which have put such ideas into practice with emphasis given to the British primary schools. Individual project. *Smith.*

[Edu. 314-1 The Teaching of Afro-American and Other Ethnic Groups 4 sem. hrs. Not offered in 1978-79.]

A course intended to sensitize prospective teachers to methods and attitudes in approaching black children in an urban setting, and to promote a better understanding and appreciation of various subcultures. *Rawlins.*

Edu. 316-1 Sexism, Racism and Problems of Multi-Ethnicity in the Schools 4 sem. hrs.

Exploration of existing conditions in school that encourage stereotyping in regard to sex, class, ethnicity, and race. Study of curricula, print materials, counseling, professional activities, personnel practices, and community expectations. Survey of the literature as well as court decisions and legislation in these areas. *Noble.*

The following course is usually offered in the summer program:

Edu. 305S Historical and Philosophical Backgrounds of Education 2 sem. hrs.

Smith.

Area II: Psychology and Human Development

Note: Some of the courses which may be chosen to fulfill the Departmental requirement in this area are described under the offerings of the Psychology Department. They are:

Psy. 135 Developmental Psychology
Psy. 136 Psychology of Adolescence
(Psy. 120 is prerequisite to both of these courses.)

[Edu. Psy. 135-1, 2 **Child and Adolescent Growth and Development** 4 sem. hrs. Not offered in 1978-79.]
Prereq. or concurrent: Psy. 120.

The following courses are usually offered in the summer:

Edu. Psy. 345S Educational Psychology 2 sem. hrs.
Summer only.
A study of the implications of psychology for teaching children and adolescents. Special emphasis is placed on cognitive-developmental psychology. Basic text by Sprinthal and Sprinthal, with additional readings in original source materials. Individual presentation. Papers emphasize the integration of theory and practice.

[Edu. Psy. 441S **Developmental Psychology: A Psycho-Social Portrayal of the City Child** 4 sem. hrs. Not offered summer 1978.]
Summer only.

Area III: Methods, Materials and Curriculum

Edu. 138-1 Early Childhood Program: Methods and Materials 4 sem. hrs.
Prereq.: Psy. 135 or Psy. 348 and 349, and consent of the instructor.

Principles of planning for young children. Planning, preparation, and evaluation of materials—graphic arts, music, science and nature, literature, creative dramatics, play equipment—and an understanding of how these media contribute to a child's growing awareness of his environment and to his continued development. Experience in learning the science of detailed, objective observation and recording while observing behavior and development of young children provided in the Simmons College Child Study Center or other field experience. *Squibb.*

Edu. 153-2 Audio-Visual Instruction Fundamentals 2 sem. hrs.
Usually elected with Edu. 154.
Creative use of existing audio-visual materials in the curriculum will be explored. Students will gain competency in use of equipment and design by preparing curriculum units for the teaching of specific topics. Can be selected according to individual needs and interests. *Noble.*

Edu. 154-2 Methods of Teaching Social Studies and Science 2 sem. hrs.
Usually elected with Edu. 153.

A review of criteria for the development, selection, and arrangement of ideas from the social studies and the sciences as they apply to the elementary school classroom. *Weinberg.*

[Edu. 161-2 **Curriculum and Methods in the Elementary School Teaching of Art, Music, and Physical Education** 4 sem. hrs. Not offered in 1978-79.]
Instructional materials and the specific content, problems, and procedures in the teaching of art, music, and physical education in the elementary schools.

[Edu. 349-1 **The New Educational Technology** 4 sem. hrs. Not offered in 1978-79.]
Investigates the use of educational technology at all levels of schooling both as a support and as an alternative to conventional instruction. Last section of the course will emphasize materials and skills teachers can use to support classroom instruction. Students will create a multi-media project as the final assignment. *Noble.*

[Edu. 350-1 **Methods and Materials in Bilingual and Bicultural Education** 4 sem. hrs. Offered in alternate years; not offered in 1978-79.]
Materials and methods in both English and a second language for classrooms subscribing to transitional bilingual and bicultural guidelines. *Daley.*

[Edu. 356-1 **The Nature of Classroom Teaching: The Impact of Urban Life on the Classroom Setting** 4 sem. hrs. Not offered in 1978-79.]
Teaching methods, classroom materials, and lesson organization as applied to the urban classroom. Consideration of appropriate history and philosophy. *Rawlins.*

Edu. 362-1 Methods of Teaching Art in Elementary and Secondary Schools 4 sem. hrs.
Studio application of parent disciplines of studio art to teaching. Theory and practice in curriculum construction based on theories of art education. Special projects related to work in differing ethnic cultures with retarded or disturbed children. Majors in special education will work on appropriate projects and with appropriate children in laboratory settings. Readings include theory, research, government sponsored projects. Laboratory fee: \$15.

Edu. 364-1 Curriculum and Methods in the Elementary School Teaching of Reading, Learning Disabilities, and Language Arts 4 sem. hrs.
Instructional procedures and the specific content, materials, and problems in the teaching of reading (including learning disabilities) and language arts in the elementary school.

Edu. 366-1, 2 Children's Literature 4 sem. hrs.
A broad overview of the field of children's literature including historical and contemporary considerations, criticism, and representative works from major genres. *Harrison.*

Edu. 367-1, 2 Curriculum and Methods in the Elementary School Teaching of Mathematics 4 sem. hrs.
Enrollment: limited to upperclassmen or graduate students in the Department of Education concentrating in elementary education.
Consideration of the basic topics of elementary mathematics from contemporary viewpoints. The course, through lectures and laboratory work with concrete materials, attempts to impart a knowledge of subject matter. Examination of varying pupil responses and techniques of instruction. Experience in construction of curriculum units. *Marolda.*

Edu. 371-1 Curriculum and Methods in the Secondary School Teaching of English 4 sem. hrs.
Enrollment: limited to upperclassmen and graduate students.
Consideration of basic issues in the teaching of English on the secondary level: selection and justification of content; models of curriculum design; preparation of lesson plans and units. Observing and assisting in secondary schools will be an important part of the course. *Hamlen.*

Edu. 372-1 Curriculum and Methods in the Secondary School Teaching of Modern Languages 4 sem. hrs.
Prereq.: Spn. or Frn. 320.

Enrollment: limited to graduate students or upperclassmen following the specialization in the secondary school teaching of modern language.

The actual instructional materials and the specific problems and procedures in the secondary school teaching of modern language. Experience in constructing lesson plans and units. Problems of teaching modern language at various grade levels, in the various curriculum divisions, and to students of varying abilities.

Edu. 374-1 Curriculum and Methods in the Secondary School Teaching of Social Studies and History 4 sem. hrs.
Consideration of major pedagogical issues in teaching history and the social sciences (economics, government, psychology and sociology). Specific attention to selection and justification of content, to innovative curricula and methods, to preparation of lesson plans and units, as well as the integration of theoretical issues with field work in secondary schools. *K. Lyman.*

Edu. 375-2 Curriculum and Methods in the Teaching of Nutrition 4 sem. hrs.

Selection, organization, guidance, and evaluation of learning experiences in the teaching of nutrition in secondary schools and community agencies. Observations in local schools and other educational institutions.
Granahan-Johnson.

Edu. 376-1 Curriculum and Methods in the Teaching of Secondary School Services 4 sem. hrs.

An introduction to secondary school science teaching; its specific problems, instructional materials, and teaching techniques. An important component of the course will be observations of science classes in the schools. *Fischer.*

Edu. 378-2 Curriculum and Methods in the Secondary School Teaching of Mathematics 4 sem. hrs.

Enrollment: limited to students following the specialization in the secondary school teaching of mathematics.

Contemporary issues and problems in the teaching of mathematics on the secondary level. Exploration of various curriculum projects and materials: their origins, rationales, and uses. Emphasis on the role of the teacher as generator of knowledge and curriculum as well as the formulator of instruction strategies. *Marolda.*

Area IV: Special Education

Edu. 319-2 Issues in Special Education: Application of the Concept of Normalization in Mainstreaming 2 sem. hrs.

Emphasis will be placed on developing an awareness that all individuals are human beings with similar emotions, feelings, and problems, rather than on accepting children with special needs as different and, therefore, only in need of special help and sympathy. Consideration will also be given to the means by which the regular class teacher can provide the necessary support for children with special needs. *Pine.*

Edu. 320-1 Daily Living (Self-Help) Skills 2 sem. hrs.

Development of an awareness of a wide range of minimum daily living/self-help skills needed by some moderately disabled children in taking care of themselves. Consideration of approaches, procedures, and priorities in developing these skills and of the feeling of independence that goes with them. Integrating children with these needs into the regular classroom in terms of their relationship with peers, teacher attitudes, and the adaptation of regular procedures. *McCormack.*

Edu. 321-2 Career Education 2 sem. hrs.

The goal of career education is to enable every moderately disabled person to make informed choices as he develops his own career. The objective is to give each person command over his own life. The concept of career education and the elements of career development will be presented. These include: knowledge of self and others; decision-making competency; educational awareness; career awareness; economic awareness and career preparation and training. The implementation of this model in the education of the special needs child will be the focus of the course. *Van Deusen.*

Edu. 326-1 Introduction to Individualizing Instruction: Observing and Recording Learners' Behaviors and Analyzing Tasks 2 sem. hrs.

Usually taken with Edu. 342.

An explanation of the regulations of Chapter 766, including an understanding of prototypes, roles and responsibilities of the core evaluation team members, and the stages in the core evaluation process. Skills necessary for a performance-based evaluation culminating in an individualized educational plan will be developed. These will include: observing and recording behavior, performing task analysis, and writing behavioral objectives in sequence. *Van Deusen.*

Edu. 327-1 Speech and Language Development 2 sem. hrs.

A consideration of normal language development from birth to adolescence. Topics which will be discussed include phonological and syntactic stages, the development of word meanings, as well as some sociological implications for language patterns.

Edu. 328-1 Delayed Speech and Language: Diagnosis and Referral 2 sem. hrs.

Prereq.: Edu. 327.

The course will deal with the scope of communication disorders as they occur in childhood. In addition, normal and abnormal processes as they relate to children with developmental and acquired forms of speech and language problems will be discussed. Clinical models for dealing with these problems will be presented which emphasize an interdisciplinary approach. *Bashir.*

Edu. 334-2 Reading: Diagnosis, Referral, and Development of Individual Plans 2 sem. hrs.

Prereq.: Edu. 364 or equivalent.

The course will consider the concepts involved in standardized norm and criterion referenced tests and will examine and analyze the more common tests—oral, silent, diagnostic, etc.—from readiness through comprehension, using standardized tests for diagnostic purposes and the development and use of more informal methods of assessment. The course will also consider learning styles and modality needs in the development of individual plans. Work with children will be provided for.

Edu. 335-2 Mathematics: Diagnosis, Referral, and Development of Individual Plans 2 sem. hrs.

Prereq.: Edu. 367 or equivalent.

The course will consider problems in the learning of mathematics, including those of a developmental origin as well as variations in the ability to work with mathematical concepts. Varied approaches which can be used in regular as well as remedial classes will be discussed. Methods of diagnosis including both formal and informal procedures, such as those which involve the use of manipulative materials, will be examined. *Marolda.*

Edu. 341-2 Developing Basic Competencies, Identifying Eligible Learners and Implementing Individual Plans 4 sem. hrs.

Instruction in (1) developing a set of sequenced competencies for use in identifying eligible learners, (2) evaluating special education services in reading, mathematics and language areas and (3) developing appropriate educational plans (including the adaptation of materials). *Lates, Van Deusen.*

Edu. 342-1 Analysis of Behavior: Principles and Classroom Applications 4 sem. hrs.

Introduction to behavior modification and operant techniques, including clarification of more commonly used terms with specific reference to application in the classroom. Overview of procedures and practices that have been successful in classroom settings. *Van Deusen.*

Edu. 344-1 Individualizing Instruction for Learners with Social-Emotional Problems 4 sem. hrs.

Survey of literature relevant to the instruction of learners with social-emotional problems in the classroom and developing procedures for individualizing instruction for such learners. *Lates, Van Deusen.*

Edu. 352-1 Seminar in the Application of Group Management Procedures for Children with Special Needs 4 sem. hrs.

Prereq.: the concentration in Special Education.
Instruction in group management procedures which enable teachers to maintain individualized instruction with groups of learners with special needs and application of these skills in the classroom. *Pine.*

Edu. 404-2 Evaluation of the Consulting Process 2 sem. hrs.
Prereq.: the concentration in Special Education.

Procedures for evaluating the implemented Generic Teacher role will be specified and applied. Measures of consulting effectiveness and program management skills will be obtained and evaluated. *Lates, Pine.*

Edu. 424-1, 2 Analysis of Behavior for Regular Classroom Teachers 2 sem. hrs.

Behavioral techniques based on learning theory, focus on ameliorating deficit academic and social behaviors by building on behaviors which are existing strengths for the student. The course will include practical application techniques.

Edu. 437-1 Implementation of the Generic Role 4 sem. hrs.

Prereq.: the concentration in Special Education.
Procedures for supporting mainstreaming efforts of regular classroom teachers and training regular classroom teachers in special educational skills will be developed, implemented and evaluated. Readings and case studies related to consultation procedures will be reviewed and adopted for the practicum site. *Lates, Pine.*

Edu. 440-1 Generic Teacher Practicum 1 2 sem. hrs.

Procedures for supporting and training classroom teachers will be applied in the student's work setting. Service to eligible learners and communication and dissemination activities will be emphasized. *Lates, Pine.*

Edu. 441-2 Developing Basic Competencies, Identifying Eligible Learners and Implementing Individual Plans 4 sem. hrs.

Instruction in (1) developing a set of sequenced competencies for use in identifying eligible learners, (2) evaluating special education services in reading, mathematics and language areas and (3) developing appropriate educational plans (including adaptation of materials). *Lates, Pine.*

Edu. 443-2 Generic Teacher Practicum 2 4 sem. hrs.

Activities include ongoing service to eligible learners; consulting with regular classroom teachers, parents and administrators; obtaining evaluation measures; and long-range planning. *Lates, Pine.*

Edu. 447 Applied Research in the Competency Based Service Model 4 sem. hrs.

Prereq.: consent of the instructor.
A thorough review of relevant research in one topic area and the development of research procedures for identifying effective variables in serving eligible learners. The student will prepare a complete research proposal to be implemented during the second year of training. *Lates.*

Edu. 448-2 Developing the Generic Support Teacher Role 4 sem. hrs.

Prereq.: consent of the instructor.
Readings and discussions with the instructor and identified public school administrators culminating in written plan for implementing the Generic Teacher role during the second year of training in the public school setting. *Lates, Pine.*

Edu. 450-1, 2 Individualizing Instruction 2 sem. hrs.

This course is designed for regular classroom teachers. Skills necessary for a performance-based evaluation culminating in an individualized educational plan will be developed. These will include observing and recording behavior, writing behavioral objectives in sequence, designing and implementing teacher/learning procedures. Students will be required to serve one learner.

Area V: Human Services

Edu. 130-1 Introduction to Human Services 4 sem. hrs.

Introduction to the development of human services as a profession. Field work or research in a human services setting. Analysis of skills and conceptual framework of a human service worker. *Onie.*

Edu. 131-2 The Family, Public Policy, and Social Agencies 4 sem. hrs.

Exploration of the impact of education, legislation, technology, and social and political organizations on home and family life. Case studies or field visits to actual families, with emphasis on evaluative individual research and field work. Identification of resources to aid families in responding to changes in their environment. *Rawlins.*

Edu. 137-2 Growth and Change in Individuals and Families 4 sem. hrs.

Study of the individual in relationship to his social environment from childhood through old age, with particular reference to his or her context within the family. Stress on the study of formal and informal social support systems as they apply to the individual.

Edu. 312-1 Human Service Advocacy 4 sem. hrs.

Focus on the role of the advocate in bringing about beneficial change, either with individuals or in larger social contexts. One day a week of field work in a human service agency required. Readings deal with theories of change, moral development, hierarchy of needs, legal problems, organizational analysis, consumer issues, social policy, etc. Visiting speakers from the field. Papers emphasize integration of theory and practice. *Smith.*

Faculty

Joan Pine, M.Ed. Assistant Professor of Education and Acting Chairman of the Department of Education
John Stuart Robinson, Ed.D. Professor of Education, Dean of Graduate Studies and Program Development, and Coordinator of Social and Professional Sciences
Georgia Theophilis Noble, Ed.M. Professor of Education
Lydia Averell Hurd Smith, Ed.D. Associate Professor of Education
Kathleen Dunn Lyman, Ed.D. Associate Professor of Education
Barbara Harrison, Ed.M. Assistant Professor of Education and Director of the Center for the Study of Children's Literature
B. J. Lates, M.Ed. Assistant Professor of Education
Marvin Lew, Ph.D. Assistant Professor of Education
Debra Mesch, M.Ed. Assistant Professor of Education
Elizabeth Rawlins, M.S. Assistant Professor of Education and Associate Dean
Alice Van Deusen, M.Ed. Assistant Professor of Education
Amy Squibb, M.Ed. Special Instructor in Education and Director of the Child Study Center

Anthony Sabah Bashir, Ph.D. *Special Instructor in Education*

Mary Lynda Daley, M.A. *Special Instructor in Education*

Judith Hummel Fischer, M.A.T. *Special Instructor in Education*

Patricia Granahan-Johnson, M.S. *Special Instructor in Education*

Bard Rogers Hamlen, M.A.T. *Special Instructor in Education and Field Director, Phase II — Jamaica Plain*

Maria Marolda, M.A. *Special Instructor in Education*

James E. McCormack, Jr., M.Ed. *Special Instructor in Education*

Matilda Mitsakos, B.A. *Special Instructor in Education*

Phyllis Mutschler, M.S.S.S. *Special Instructor in Education*

Joseph Collins,Carolynn Hamlet, and Susan Logan

Adjunct Assistant Professors of Education, Joint appointments with Boston Public Schools

Georgia Bartlett, Ed.M. *Secretary for the Center for the Study of Children's Literature*

Sarah Panarity, B.S. *Secretary for the Department of Education*

which, with the approval of the Department, may include advanced literature courses in a foreign language.

Independent and individual study (English 250, 255, 260) may be substituted for any of the courses offered in required areas.

In consultation with her Departmental adviser, each student is encouraged to choose required and elective courses to extend the range of her familiarity with literature or to explore in greater depth areas of particular interest: historical periods, comparative literature studies, genres, themes, or individual figures.

Although most students will have little difficulty planning their programs within the suggested framework, students who wish to modify it are invited to consult with the Chairman. Such students may want to take greater advantage of the independent study option.

Within the English concentration, the College's independent study requirement can be met in the following ways:

English 250 or 255

Creative writing

Appropriate 300 courses, elected after consultation with the instructor regarding their suitability for this purpose

Appropriate courses or projects completed in an area other than English.

Recommendations. Students concentrating in English should have a competent reading knowledge of at least one foreign language. At least eight semester hours of a foreign language at or above the intermediate level are expected and at least eight semester hours of history, government, art, music, philosophy, or social science above the level of first-year courses.

Honors in English. Candidates for honors in English are expected to fulfill College requirements as designated on page 15. Honors in English requires of candidates at least 36 semester hours in courses as listed above plus English 255, Directed Study: Senior Thesis. Candidates for honors should elect eight semester hours of foreign language *above* the intermediate level and 20 semester hours in distribution in a second language, history, government, philosophy, art or music, or the social sciences. Students intending to continue their specialization in English on the graduate level will find it advisable to take an honors program.

Integrated Four-year Curriculum for the Concurrent Bachelor's-Master's Degrees in English

This curriculum is available to students who enter with considerable Advanced Placement credit and thus qualify for an accelerated curriculum to be completed in four years. Adjustments will be necessary on an individual basis depending on the quality and amount of Advanced Placement credit. Other students may wish to take the honors curriculum in English and then proceed to a fifth year here for the Master of Arts degree. In these latter cases, the requirements for the regular master's in English, with appropriate adjustments to the student's undergraduate curriculum, will apply.

Department of English

Concentrations in English, leading to the B.A. degree, are offered either independently or in combination with concentrations in such related areas as history, language, art, communications, or education. Those majoring in English are often intending such a career as teaching, library science, law, editorial work, social work, or an appointment for which a grounding in the humanities is expected. The English concentration provides a wide range of election and can prepare the student for graduate study leading to the Master of Arts, the Master of Arts in Teaching, the Doctor of Arts, or the Ph.D. in English or Comparative Literature. Those who are considering such graduate study should seriously weigh the advantage of taking an honors curriculum in English.

Attention is called to the concentration in American Studies (page 77).

Requirements

36 semester hours which the Department advises should be distributed as follows:

At least 4 semester hours of Shakespeare

At least 8 semester hours from two of the following three areas:

The ancient classics through the Renaissance

English literature of the 17th century

English literature of the 18th century

At least 4 semester hours of English literature of the 19th century

At least 4 semester hours of American literature of the period before 1900,

plus 16 semester hours of other literature courses,

Requirements. The integrated bachelor's-master's four-year curriculum will require a total of 160 semester hours of work (towards which certain Advanced Placement prematriculation courses may be credited). Upon the satisfactory completion of the requirements, the B.A. and the M.A. will be granted at the same time.

The program will be individually arranged under Departmental supervision, but the student will take *no less* than 52 semester hours of courses offered by the Department. The student should include all the areas advised for the B.A. in English, at least 16 semester hours of which must be courses suitable for master's candidates and at least four semester hours of which must be thesis (Directed Study: English 255). In addition there will be an oral examination on English literature in the area or areas in which the student has specialized.

Candidates should elect *at least* eight semester hours in a foreign language *above* the intermediate level and at least 20 semester hours of distribution in courses in the humanities so planned as to constitute a minor in such areas as history, art, philosophy, or music.

During the third year the student will elect some area of special interest in which she will do her thesis and take whatever courses seem most directly relevant to this interest. The most appropriate fields for this special interest may be in some period or author in areas like American Studies, criticism, and the relations between literature and the arts—that is, areas that are suitable in the regular master's curriculum.

Graduate Programs in English

For information about the Master of Arts and Master of Philosophy in English see page 88.

Courses

Undergraduates should note that *English 100, 101 or 103* or the equivalent is prerequisite to all other English courses. Undergraduate registration in 300-level courses is ordinarily limited to juniors and seniors unless the course description indicates otherwise. Graduate students may, under advisement, elect any courses needed to supplement or consolidate their undergraduate curriculum, but courses numbered in the 300's are especially suitable for master's candidates. Of the 100-level courses the following may be particularly appropriate for first- and second-year students, for non-English concentrators, and for students just beginning the study of literature: *English 184, 185, 186, 194, 195.*

The Freshman Program

Unless specifically exempted, all first-year students take either *English 100, English 101 or English 103.* In these courses students receive instruction in composition appropriate to college-level work. In addition, through reading, lectures, discussion, conferences, and written exercises, they become familiar with a selected group of texts intended to assist first-year students in understanding and articulating their own experience in late 20th-century America. Readings are selected on the basis of their relevance to such topics of general interest as changing perceptions of women, the problem of violence, the experience of victimization, the alienated vision, the uses of the past, and others.

Eng. 100-1 Critical Responses to Modern Literature 4 sem. hrs.

For first-year students whose placement tests show unusual ability in English. Discussion of twentieth-century novelists, dramatists, poets, and critics of literature and society. Frequent critical papers. *Members of the Department.*

Eng. 101-1, 2 Reading and Writing 4 sem. hrs. although the Department may require 8 sem. hrs. of this course.

For first-year students whose diagnostic tests indicate competence in writing but need for practice in criticism. Short critical papers based on reading in selected 20th-century texts. *Members of the Department.*

Eng. 103-0 Composition Workshop 8 sem. hrs.

For students whose writing ability may not adequately serve their interests and ambitions. The course includes attentive reading and discussion of selected modern texts, but intensive individual instruction in writing is stressed. A variety of writing projects will be discussed in weekly conferences with the instructor, and in workshop sessions. Instructors encourage imaginative projects but also give thorough attention to skills needed for success in college work. The English Department may recommend the workshop to students whose diagnostic tests indicate they need practice in writing. *Members of the Department.*

Composition and Creative Writing

Eng. 105-2 Intermediate Composition 4 sem. hrs.

Designed for upperclass students who wish, or need, practice in writing beyond what they have done in *English 101 or 103.* Frequent critical papers based upon a variety of readings in the short story, the novel, drama, and poetry. *Bromberg.*

Eng. 108-1 Creative Writing: Poetry and Short Fiction

4 sem. hrs.

A course intended both for students who have never written poetry or fiction but would like to try, and for those who have written some but would like to improve. Some structured and some free exercises, both class discussion and individual conferences on student writing, guest visits from writers in the Boston area, some reading of good contemporary verse and prose, advice on how to get writing published. *Gullette.*

Shakespeare

Eng. 121-2 Shakespeare 4 sem. hrs.

Analysis of major plays, with comment on the theater of Shakespeare's London. The class will also see films and attend live performances of Shakespeare plays. *Gullette.*

See also Eng. 321.

Classics through Renaissance

Eng. 111-2 Greek Mythology and Religion 4 sem. hrs.

Analysis of the cults, rituals, and myths pertaining to the major gods and heroes of ancient Greece; the relationship of classical mythology to psychology, philosophy, and folklore; the use of this mythology in literature and art through the ages. *David Perry.*

Eng. 112-1 The Bible 4 sem. hrs.

The major religious and ethical preoccupation of Biblical writers. Intensive study of Old Testament narrative, chronicle, poetry, and prophecy, and of New Testament gospels and letters. *David Perry.*

Eng. 311-2 The Literature and Myths of the Ancient Near East 4 sem. hrs.

Discussion of the Babylonian creation myth, the Epic of Gilgamesh, ritual texts, omen texts, and the like. Attention to the history and archaeology of Sumer, Akkad, Babylonia, and Assyria, and to the material as it relates to the Bible. The emphasis, however, will be on literary, mythic, and religious expression. *David Perry.*

Eng. 312-1 Humanism in Greek Literature 4 sem. hrs.

Prereq.: for undergraduates, consent of the instructor.

A discussion of the premises and development of the Greek tragic view with its changing meanings of selfhood. Readings in epic, drama, and philosophy. *Sypher.*

Eng. 315-1 Topics in Early and Middle English Literature: Chaucer and His England 4 sem. hrs.

Close study of the *Canterbury Tales* and their relation to the literature, history, culture, and philosophy of the later Middle Ages. Records, films, and pictorial materials used to broaden the student's background. Independent study credit may be arranged. *Manly.*

Eng. 317-2 Dante 4 sem. hrs.

The works of Dante. Close attention to *The New Life* and *The Divine Comedy*, as well as *The Banquet* and the treatise on *World Government*. Discussion of the relations between the thought and art of Dante and such background figures as Virgil, Augustine, Boethius, and Aquinas. *L'Homme.*

See also Eng. 392.

Seventeenth Century

Eng. 332-1 Milton 4 sem. hrs.

Milton has persistently come to vivid life in times of revolutionary uneasiness and post-revolutionary disenchantment. As radical thinker, as cabinet minister in a revolutionary government, as monumental but deeply divided ego, as ambitious and dedicated artist, he continues to trouble men with having to take sides. The course involves discussion of Milton's English poetry, with collateral consideration of his other writing. Seminar papers, by the instructor and by the students, provide focus for discussion. *Nitchie.*

See also Eng. 131 and 133.

Eighteenth Century

See Eng. 342, 142, and 143.

Nineteenth Century

Eng. 151-1 English Literature of the Nineteenth Century: The Romantic Period 4 sem. hrs.

Close reading and study of the major romantic poets: Wordsworth, Coleridge, Keats, Byron, and Shelley. *David Perry.*

Eng. 154-1 The English Novel from George Eliot 4 sem. hrs.

Major English novelists such as George Eliot, Meredith, Hardy, Virginia Woolf, D. H. Lawrence, and Graham Greene. *Hirsch.*

Note: this course is offered alternate years with Eng. 143.

Eng. 351-1 Problems in Romantic Literature: The Romantic Poet-prophet 4 sem. hrs.

The course will concentrate on the poetry of Blake and Wordsworth and their concepts of Nature, the poetic imagination, and the epic poem. There will be readings from the Bible, Milton, Keats, Coleridge, and Shelley, as well as contemporary critical works on Romanticism. *Bromberg.*

Eng. 352-2 Problems in Victorian Literature 4 sem. hrs.

The Victorian experience as represented in such writers as Carlyle, Mill, Ruskin, Tennyson, Browning, Arnold, Pater and Wilde, stressing their close relations to 20th-century literature and thought. The writers are placed in the historical and social context which produced them, and their fluctuating reputations up to the present time are examined. *Sypher.*

Eng. 357-1 Masterworks of English Fiction: Charles Dickens 4 sem. hrs.

Major representative works will be examined in the social and literary context of the Victorian Age. Since his death over a century ago, Dickens's reputation has reached the point at which he is seen as England's second greatest literary imagination after Shakespeare. The esthetic and human assumptions underlying this assessment will be treated in detail. *Bromberg.*

See also Eng. 355 and 152.

American Literature Before 1900

Eng. 162-1 Major American Writers 1865-1900 4 sem. hrs.

Lectures and discussions will emphasize the historical milieu in which the writers created their works, and will make comparisons between American literature of the nineteenth century and both American and European literature of our own time. Emily Dickinson and Denise Levertov, Walt Whitman and Allen Ginsberg, W. E. B. Dubois and Richard Wright, Kate Chopin and Doris Lessing, Stephen Crane and Ernest Hemingway—these are the kinds of comparisons we shall make in class. Students will be encouraged to write short papers based on their individual interests, and they will keep a reading journal, to be handed in twice during the semester. *Sterne.*

Note: this course is offered alternate years with Eng. 161.

Eng. 163-2 American Literature and Thought at the Turn of the Twentieth Century 4 sem. hrs.

A study of a selected group of major American fiction writers between 1885 and 1920. Emphasis will be placed on cultural, social, and economic trends that affect the literature that emerges at this time. Readings will include Howells, Dreiser, James, and Wharton. *McKay.*

Amer. St. 185-1, 186-2 Introduction to American Studies, I and II 4 or 8 sem. hrs.

Offered as a year course; or either half may be taken separately.

Amer. St. 185-1: Topic for 1978-79: Individualism and the Community Introduces the interdisciplinary nature of American Studies while exploring the individual's relation to his or her community from 1620 to 1840. Lectures and readings in history and anthropology used to analyze historical and personal documents, novels and American art. Topics include seventeenth-century religious heresy and witchcraft hysteria, eighteenth-century religious awakening and revolutionary fervor, and nineteenth-century slavery and the anti-slavery movement. *Crumpacker.*

Amer. St. 186-2: Part II: Individualism and the Community, 1840-1970, continues introduction to American Studies with a greater emphasis on student projects. Examines nineteenth-century Utopian rebels, myths of success, immigrant communities, and class warfare. In the twentieth century, attention to pacifism, hysterical responses to "outsiders" such as Emma Goldman, a community of workers in the thirties, and the "new left" movements of the sixties. *Crumpacker.*

Eng. 361-1 Classic American Writers 4 sem. hrs.

Studies in depth, with critical readings, of major 19th-century writers (Hawthorne, Melville, Poe, Emerson, and Thoreau) with attention to their contributions to the development of a distinctively American literature. *Douglas Perry.*

Eng. 363-2 Melville 4 sem. hrs.

A study in seminar of major works by one of the greatest American writers. His affinities with Shakespeare, Dickens, Carlyle, Dostoevsky, Conrad, Camus, and Ellison will be explored, as will his relationship to the romantic and symbolist movement. *Sterne*.

Note: this course is offered alternate years with Eng. 384.

Amer. St. 365-1 Topics in American History and Literature 4 sem. hrs.

Seminar topic for 1978-79: The Cultural and Social History of Boston. Special attention to the Federalist period, including Bulfinch's architecture; abolitionists and transcendentalists; Frederick Law Olmstead and the Boston park system; Brahmins and immigrants; the Sacco-Vanzetti case; and the "Boston" writings of Henry James, Henry Adams, William Dean Howells, John P. Marquand, and John Updike. *Sterne*.

See also Eng. 161.

Modern American Literature

Eng. 174-2 American Poetry 4 sem. hrs.

A study of major American poets and the process by which the creation of a self precedes the creation of poetry. Attention to figures such as Whitman, Dickinson, Hart Crane, Marianne Moore, Wallace Stevens, William Carlos Williams, Theodore Roethke, and Robert Lowell. *Douglas Perry*.

Note: this course is offered alternate years with Eng. 172.

Eng. 177-1 Modern American Black Poetry and Drama 4 sem. hrs.

A study of major themes in black American poetry and drama from 1920 to the present. The course will examine the achievements of black writers in their efforts to develop a cultural literature. Authors to be read will include Langston Hughes, Gwendolyn Brooks, Nikki Giovanni, and Charles Gordone. *McKay*.

Note: this course is offered alternate years with Eng. 176.

Eng. 372-2 Special Topics in Modern Literature: The Other Self: Concept of the Hero in Modern American Fiction 4 sem. hrs.

Central to the Modern American Novel is a special type of hero who expresses the issues of the American culture: the American hero as author of himself, as creator of his own heroic persona. As such, he is intensely artificial, and yet embodies the American Dream. The implications of this figure, both literary and societal, will be examined through works by such writers as Faulkner, Hemingway, and Fitzgerald. *Douglas Perry*.

Eng. 374-1 The Dramatic Imagination in America 4 sem. hrs.

Examination of several 20th-century American plays which reinforce the links between the dramatic and literary worlds. Emphasis will be placed on ways in which American literature and thought in this century are expressed through the dramatic imagination. *McKay*.

Eng. 377-2 Problems in the Contemporary Black Novel in America 4 sem. hrs.

A study of selected major black fiction writers since 1920 to examine the achievements emerging from the black community, and to analyze and assess difficulties facing black writers and the problems of criticism in an area greatly affected by social, cultural, and political prejudice. Writers will include Toomer, Wright, Baldwin, and Ellison. *McKay*.

Special Studies and Comparative Literature

Eng. 183-2 Tradition and Experiment in Modern Theater 4 sem. hrs.

Discussion and directed short writing assignments on a wide range of playwrights drawn from Continental, English, and American stage, to include Ibsen, Shaw, Brecht, Beckett, Pinter, and Albee. Attendance at one or more live productions in the Boston area will be arranged during the semester. Intellectual and cultural background of the modern theatrical scene will be surveyed. *Manly*.

Eng. 185-2 An Introduction to English Literature 4 sem. hrs.

Reading, discussion, and short, directed writing assignments on *Beowulf*, selected *Canterbury Tales* of Chaucer, several plays of Shakespeare, selected work of Swift and Pope, consideration of English Romantic poets (Blake, Wordsworth, Browning), and selected 20th century poetry and fiction. *Manly*.

Eng. 186-2 Introduction to Poetry 4 sem. hrs.

An introduction to the reading of poetry and to writing critically about it. Examples of characteristic lyrics from the 16th century to the present. Attention to the major styles and appropriate backgrounds. Emphasis on understanding the relationship between poetry and one's own nature and experience. *Bromberg*.

Eng. 187-2 Conflict of Values in Twentieth-Century Literature 4 sem. hrs.

Focussing on fiction in which courtroom trials play a significant part, we shall study the relationship between "justice" and the law. Readings will include Melville's *Billy Budd*, Dostoevsky's *Brothers Karamazov*, E. M. Forster's *Passage to India*, Mauriac's *Therese*, Wright's *Native Son*, Brecht's *Caucasian Chalk Circle*, Camus' *The Stranger*, and one other book or a film. We shall also have a classroom discussion with a lawyer on some of the issues studied in the course. Students will keep a reading notebook, which they will hand in three times during the semester. *Sterne*.

Eng. 193-2 Women in Literature 4 sem. hrs.

A study of 19th and 20th century women writers, including Jane Austen, Charlotte Bronte, Kate Chopin, Lillian Helman, Maya Angelou, and Margaret Drabble. Emphasis on the changing roles, expectations, and responsibilities of women during this period. *Bromberg*.

Eng. 194-1 Introduction to the Novella 4 sem. hrs.

An introduction to literary analysis and technique through a study of the novella or short novel form, using writers such as Lawrence, Kafka, Conrad, Faulkner, James, and Tolstoy. *Douglas Perry*.

Note: this course is offered alternate years with Eng. 171.

Eng. 195-1 Introduction to Film as Literature 4 sem. hrs.

An examination of the *film noir*—American films of the 1940s and 50s dealing with the underside of American life, especially in the big cities. The genre includes gangster, private eye and "caper" films, which will be shown in conjunction with the works they are based on, by such masters as Hammett, Chandler and Cain. *Gullette*.

Eng. 381-2 Studies in Realism and Naturalism 4 sem. hrs.

The topic for 1978-79 will embrace the following: the transformation of the romantic image into the symbol; the crossing of the arts of literature and painting; the character of the various types of experimentalism. *L'Homme*.

Eng. 383-2 Studies in the Novel 4 sem. hrs.

Novels will be loosely grouped around the theme of "culture shock": the often comic, sometimes tragic clash of cultural backgrounds and assumptions when Russians cope with America, Englishmen cope with India, and so forth. Writers may include James, Nabokov, Waugh, Bellow, Greene, Haley, Jhabvala, others. *Manly*.

Eng. 387-2 James Joyce 4 sem. hrs.

Close reading of *Dubliners*, *A Portrait of the Artist, Ulysses*, and *Finnegans Wake*, and some minor works. Also, consideration of the major critical approaches to Joyce. *Gullette*.

Note: this course is offered alternate years with Eng. 389.

Eng. 394-2 Modern Literary Criticism 4 sem. hrs.

Prereq.: for undergraduates, consent of the instructor.

A review of different methods of modern criticism—social, psychological, philosophical, and ethical—applicable to literature and other arts. *Sypher*.

Independent Study

Eng. 250-1, 2 Independent Study 4 sem. hrs.

Prereq.: consent of the instructor.

Intended for students who wish to investigate a particular area of literary study or to undertake a particular project in creative writing under the direction of an instructor. Regular conferences. *Members of the Department*.

Eng. 255-0 Directed Study: Senior Thesis 4 sem. hrs.

Members of the Department.

Eng. 260-1, 2 Individual Study 4 sem. hrs.

Prereq.: consent of the instructor.

Intended for students with substantial knowledge of a particular area of literary studies who wish to do advanced work in that area. Conferences as needed. *Members of the Department*.

Eng. 400-1, 2 Directed Study: Graduate Level

See also courses listed under the program in Children's Literature, p. 89.

The following courses are not offered in 1978-79:

- Eng. 131 English Literature and Society in the Age of Donne and Milton
- Eng. 133 Wit and Satire: Shakespeare to Sheridan
- Eng. 142 English Literature of the Eighteenth Century (*alt.* 342)
- Eng. 143 The English Novel through Thackeray (*alt.* 154)
- Eng. 152 Victorian Poetry and Prose
- Eng. 161 Major American Writers, 1620-1865 (*alt.* 162)
- Eng. 171 American Literature and Thought in the Twentieth Century (*alt.* 194)
- Eng. 172 Modern American Fiction (*alt.* 174)
- Eng. 176 Black Fiction in America (*alt.* 177)
- Eng. 182 The Heroic Life: A Seminar in Great Books
- Eng. 184 Introduction to World Drama
- Eng. 188 The Modern Continental Novel (*alt.* 190)
- Eng. 190 Russian Literature in Translation
- Eng. 196 Sex, Love, and Marriage in the Western World
- Eng. 321 Shakespeare and His Contemporaries
- Eng. 339 Studies in Modern Poetry
- Eng. 342 Swift, Pope and Johnson (*alt.* 142)
- Eng. 355 William Blake
- Eng. 382 English and Continental Literature Since World War I
- Eng. 384 Literature and Society (*alt.* 363)
- Eng. 385 Special Topics in Modern Literature
- Eng. 388 Soviet Literature in Translation
- Eng. 389 Modern Anglo-Irish Literature (*alt.* 387)
- Eng. 391 New Directions in Language Study
- Eng. 392 Studies in Medieval and Renaissance Literature
- CST 300 Images of the Survivor

Faculty

****Charles Edmund L'Homme, Ph.D.** *Professor of English and Chairman of the Department of English*

William J. Holmes, Ph.D. *Professor of English*

*****George Wilson Nitchie, Ph.D.** *Professor of English and Acting Chairman of the Department of English for the Fall Term*

Richard Clark Sterne, Ph.D. *Professor of English*

†Lawrence Lee Langer, Ph.D. *Professor of English and Alumnae Professor*

†Richard Freedman, Ph.D. *Professor of English*

David Scott Perry, Ph.D. *Associate Professor of English*

David George Gullette, Ph.D. *Associate Professor of English*

John Douglas Perry, Ph.D. *Associate Professor of English*

William Michael Manly, A.M. *Associate Professor of English*

Nellie Yvonne McKay, Ph.D. *Associate Professor of English*

Pamela Starr Bromberg, Ph.D. *Assistant Professor of English*

Wylie Sypher, Ph.D., Litt.D., L.H.D. *Lecturer in English*

Suzanne Belote, M.A. *Instructor in English and Coordinator of the English Workshop*

Corinne Hirsch, Ph.D. *Special Instructor in English*

Mary Joan Demaso, M.A. *Special Instructor in English*

Frances H. Thompson *Secretary for the Department of English*

Department of Foreign Languages and Literatures

Courses are offered in French, German, Russian, and Spanish, at different levels, to enable the student to strengthen her command of languages already studied or to begin the study of an additional foreign language. These courses are planned so that the student learns to speak and understand, as well as to read and write, with increasing facility and accuracy. As a student becomes familiar with a particular language, an understanding of the nature of language in general is developed. By studying literary works in the original language, students acquire an ability to read with enjoyment and full comprehension. Also, students develop knowledge of the intellectual and social history of the people who speak the language. Moreover, the knowledge and experience obtained in the critical reading of the major works of foreign literature permanently extend the range of a student's resources in the humanities and provide a means and taste for developing them further.

***On sabbatical leave first semester 1978-79*

****On sabbatical leave second semester 1978-79*

†On leave of absence entire year 1978-79

A student may elect courses in a foreign language and literature as part of her liberal education or she may select foreign language as her field of concentration with some career objective in mind. A student may combine the special study of foreign language with diverse fields of concentration in career areas; for example, in the social sciences, in science, or in other fields within the humanities. A concentration in French or Spanish when combined with a concentration in the humanities, social sciences, or management may prepare the student for careers in government service at home and abroad, employment as a translator for publishers or international agencies, technical positions with international business firms, or graduate study. If a student wishes to teach foreign languages in secondary schools, she may combine the concentration in French or Spanish with the appropriate concentration in education.

The field of international business offers excellent opportunities for women with a good command of a language who are interested in business and/or management. Because the opportunities are so diverse, the Department strongly recommends that students interested in international business consult with the members of the Foreign Language and Management Departments. See description of the international management concentration on page 54.

Students who wish to study or work abroad must achieve competence in all basic language skills. Students planning for further study in graduate school need to acquire reading proficiency in one or more languages to fulfill the requirements of many graduate programs.

Placement of students who have not studied foreign languages at Simmons College is determined on the basis of tests given by the Department.

Concentration in French

Requirements

At least 32 semester hours distributed among the following courses in language and literature, to be selected *after consultation with the Departmental adviser*. No more than two courses in the Department given in English may be credited toward the concentration.

- Frn. 240 Spoken French
- Frn. 245, 247 Conversation and Composition
- Frn. 248 The French Press
- Frn. 298, 299 Major French Writers
- Frn. 300 French Civilization
- Frn. 320 Applied Linguistics
- Frn. 330 Advanced Conversation and Composition
- Frn. 335 Stylistics
- Frn. 340 French Literature of the Middle Ages
- Frn. 343 French Literature of the Renaissance
- Frn. 347 The Theater of the Seventeenth Century: Corneille, Molière, Racine
- Frn. 353 The Age of Masks: A View of the Seventeenth Century
- Frn. 355 The Age of Enlightenment
- Frn. 357 Romantic Poetry and Theater
- Frn. 365 The Nineteenth-Century Novel
- Frn. 370 Symbolism and the Literature of Decadence

- Frn. 380 Modern Poetry and Theater
- Frn. 385 The Modern Novel
- Frn. 386 French Cinema
- Frn. 390 Gide, Sartre, Camus
- Frn. 395 Seminar: Special Topics in French

Recommendations. Proficiency in a second foreign language beyond the intermediate level is strongly recommended for all French concentrators.

Honors in French. Candidates for honors in French are expected to fulfill College requirements as designated on page 15.

French 290 Directed Study: Senior Thesis

Concentration in Spanish

Requirements

At least 32 semester hours distributed among the following courses in language and literature, to be selected *after consultation with the Departmental adviser*. It is possible to grant four to eight semester hours toward the concentration in Spanish for students enrolled in Spanish 215 or 220, and Spanish 225 (but no more than four semester hours can be counted toward the concentration from each group). No more than two courses in the Department given in English may be credited toward the concentration.

- Spn. 240 Spoken Spanish
- Spn. 245 Conversation and Composition
- Spn. 247 Conversation and Composition
- Spn. 300 Advanced Conversation and Composition
- Spn. 320 Applied Linguistics
- Spn. 325 Spanish Civilization
- Spn. 327 Hispanic-American Cultural History
- Spn. 330 Migrant in the City: Field Work Seminar on Puerto Rican Culture
- Spn. 335 Revolution in Latin America: Mexico and Cuba
- Spn. 341 Introduction to the Literature of Spain
- Spn. 346 Introduction to the Literature of Latin America
- Spn. 372 Twentieth-Century Hispanic Drama
- Spn. 376 Spanish Literature at the Turn of the Century
- Spn. 380 The Contemporary Latin-American Novel
- Spn. 384 Cervantes
- Spn. 386 Hispanic Cinema
- Spn. 395 Special Topics in Spanish

Recommendations. Proficiency in a second foreign language beyond the intermediate level is strongly recommended for all Spanish concentrators.

Honors in Spanish. Candidates for honors in Spanish are expected to fulfill College requirements as designated on page 15.

Spn. 290 Directed Study: Senior Thesis

It is also possible to arrange a joint concentration in French and Spanish through the OPEN Program. See page 14.

Foreign Study Program

Students may be granted credit for the satisfactory completion of a prescribed program in a duly recognized foreign study program provided each individual proposal is recommended by the school or department concerned, and approved by the Foreign Study Adviser and the Administrative Board. Those considering language study should explore the possibilities as early as possible to assure adequate preparation.

Independent Study

Each semester the Department offers students the possibility for independent study (French 250, Spanish 250) in areas of the student's interest. Those intending independent study should consult well in advance with the instructor concerned.

Graduate Programs in French and Spanish

For information about the Master of Arts in French and Spanish, see page 89.

Courses

French

Frn. 101-1, 102-2 Elementary French I and II 4 or 8 sem. hrs.
Prereq. for Frn. 102: Frn. 101 or approval of the Department.
Study of the essentials of French syntax, vocabulary, and pronunciation in order to read, speak, and write simple French.

Frn. 201-2, 2 Intermediate French I 4 sem. hrs.
Prereq.: Frn. 102 or approval of the Department.
An intensive review of grammar, oral practice, and reading of modern French texts of graduated difficulty.

Frn. 202-1, 2 Intermediate French II 4 sem. hrs.
Prereq.: Frn. 201 or approval of the Department.
Continuation of French 201.

Frn. 207-1 Introduction to the Art of Translation 4 sem. hrs.
Prereq.: Frn. 102 or the equivalent, and approval of the Department.
An intensive course for students primarily interested in reading and understanding French. Rapid review of grammar with emphasis on skills related to efficient dictionary use and precise translation. Texts will vary in nature, and length of assignments will be increased steadily over the course of the semester.

Frn. 208-2 Problems of Translation 4 sem. hrs.
Prereq.: Frn. 207 or the equivalent, and approval of the Department.
Questions of style in the context of techniques of rapid translation of French. Special attention paid to distinctive grammatical constructions and difficult idiomatic expressions. Examinations include sight passages.

Frn. 225-1, 226-2 Readings in French Literature 4 sem. hrs.
Prereq.: Frn. 202 or approval of the Department.
Reading of French literary works taken from different periods and organized around selected topics. Rapid review of important points in French grammar. *Mackey, Keane.*

Frn. 240-1 Spoken French 4 sem. hrs.
Prereq.: Frn. 202 or approval of the Department.
Intensive semester course for students of superior aptitude in French language. Two class meetings a week and four hours of individual oral-aural practice in language laboratory. *Newman.*

Frn. 245-1 Conversation and Composition 4 sem. hrs.
Prereq.: Frn. 202 or approval of the Department.
Concentration, with individual assistance, on pronunciation, enunciation, and intonation, and drill in the everyday French idiom to gain facility and correctness of expression. Individualized readings as a basis for oral and written reports on aspects of French civilization. *Keane.*

Frn. 248-2 The French Press 4 sem. hrs.
Prereq.: Frn. 202 or approval of the Department.
Examination and study of the French press. Materials to be used are newspapers and periodicals from the entire political spectrum. Analyses, oral presentations, directed discussions and short papers on varied subjects of topicality and substance. *Mackey.*

Frn. 250-1, 2 Independent Study 4 or 8 sem. hrs.

Frn. 260-1, 2 Individual Study 4 or 8 sem. hrs.

Frn. 290-0 Directed Study: Senior Thesis 4 sem. hrs.

Frn. 298-1 Major French Writers 4 sem. hrs.
Prereq.: Frn. 225, 226, or approval of the Department.
Introduction to methods of literary analysis and criticism through a study of representative works of modern French literature. Special attention will be given to the romantic revolt and the emergent literary schools of the 19th and 20th centuries. Selected works from such authors as Rousseau, Hugo, Balzac, Baudelaire, Rimbaud, Flaubert, Zola, Proust, Gide, Mauriac, Sartre, Camus, Genet, and Beckett. *McKeen.*

Frn. 299-2 Major French Writers 4 sem. hrs.
Prereq.: Frn. 225, 226 or approval of the Department.
Thematic study of selected genres from the Age of Chivalry, the Renaissance, the Classical period, and the Age of Enlightenment. Emphasis will be placed on the concept of the hero, the role of women, and the theme of love. Works by such authors as Chrétien de Troyes, Rabelais, Montaigne, Ronsard, Pascal, Madame de Lafayette, Corneille, Racine, Molière, Diderot, and Voltaire. *McKeen.*

Frn. 300-2 French Civilization 4 sem. hrs.
The role of France in a changing world. Historical, geographical, economic, social, and cultural factors that have shaped the France of today and are preparing the France of tomorrow. Given in English. *Newman.*

[Frn. 320-1* Applied Linguistics 4 sem. hrs. Not offered in 1978-79.]
An introduction to the principles of linguistics as related to the teaching of language and an introduction to the historical development of French and Spanish.

[Frn. 330-2 Advanced Composition and Conversation 4 sem. hrs. Not offered in 1978-79.]
Prereq.: Frn. 245, 247 or approval of the Department.
An intensive study of the art of written expression through frequent exercises in writing narrative and critical prose, combined with oral work designed to assure fluency in the spoken language. *Keane.*

Frn. 335-2 Stylistics 4 sem. hrs.
Prereq.: Frn. 245, 247 or approval of the Department.
A study of French on the level of personal and aesthetic expression. Students will be encouraged to develop greater variety and sensitivity in their own writing, through analyzing passages from major French prose writers, and translating passages from modern American and British writers.

[Frn. 340-1 French Literature of the Middle Ages 4 sem. hrs. Not offered in 1978-79.]
Prereq.: Frn. 225, 226 or approval of the Department.

* Same course as Spanish 320-1.

Frn. 343-1 French Literature of the Renaissance 4 sem. hrs.
A study of sixteenth-century prose and poetry with special emphasis on Rabelais, Ronsard and Montaigne as spokesmen for an age in the process of discovering new possibilities in art and a new sense of the human condition. Given in English. *Keane*.

[Frn. 347-2 Seventeenth-Century Theater: Corneille, Molière, Racine 4 sem. hrs. Not offered in 1978-79.]
Prereq.: Frn. 225, 226 or approval of the Department.
A study of the aesthetics and historical development of 17th-century French theater. Emphasis will be on the techniques and dramatic conventions of the major authors.

Frn. 350-1, 2 Graduate Independent Study 4 or 8 sem. hrs.

[Frn. 353-2 The Age of Masks: A View of the Seventeenth Century 4 sem. hrs. Not offered in 1978-79.]
Prereq.: Frn. 225, 226 or approval of the Department.
A view of mankind as seen by some major 17th-century writers with emphasis on the device of masks in literature and society. The "Moralistes" and great literary movements of the age: a study in contrast.

Frn. 355-1 The Age of Enlightenment 4 sem. hrs.
Prereq.: Frn. 225, 226 or approval of the Department.
A chronological study of the *esprit philosophique* of the Enlightenment, together with a study of other currents of 18th-century thought and culture, such as sentimentalism, neoclassicism, pre-romanticism. Emphasis on the *conte philosophique* and the emergence of the novel and decline of the theater as literary genres. *McKeen*.

[Frn. 357-1 The Romantic Anxiety: Poetry and Theater in France 1820-1850 4 sem. hrs. Not offered in 1978-79.]
Prereq.: Frn. 225, 226 or approval of the Department.
An inquiry into the major themes and form of the poetry of Lamartine, Vigny, Hugo, Musset. Attention will also be given to the major plays of the period.

Frn. 360-1, 2 Graduate Individual Study 4 or 8 sem. hrs.

[Frn. 365-1 The Nineteenth-Century Novel 4 sem. hrs. Not offered in 1978-79.]
Prereq.: Frn. 225, 226 or approval of the Department.
The development of the novel from pre-romanticism through romanticism, realism, and naturalism. Selected texts from such authors as Chateaubriand, Stendhal, Balzac, Flaubert, les Goncourt, Zola, Huysmans, and Proust.

[Frn. 370-2 Symbolism and the Literature of Decadence 4 sem. hrs. Not offered in 1978-79.]
Prereq.: Frn. 225, 226 or approval of the Department.
The image of the artist from poet-seer to dandy; a study of major developments in French literature during the second half of the 19th century. Background in romantic satanism and the Parnassian aesthetic as related to the *fin de siècle* mentality. Emphasis on the poetry of Baudelaire, Rimbaud, and Mallarmé and the influence of symbolism on theater and the novel. Selected works by such authors as Nerval, Leconte de Lisle, Lautréamont, Verlaine, Laforgue, Villiers de l'Isle Adam, Zola, Huysmans, Gide, Maeterlinck.

Frn. 380-2 Modern Poetry and Theater 4 sem. hrs.
Prereq.: Frn. 225, 226 or approval of the Department.
French poetry and theater selected from the late 19th century to the present. Selected from the works of such poets as Mallarmé, the Surrealists, Claudel, Valéry, Saint-John Perse, Michaux; and playwrights such as Claudel, Giraudoux, Sartre, Artaud, Ionesco, Beckett, Genêt, Ghelderode. Special attention will be given to the manipulation and distortion of forms; continuity and discontinuity in modern theater and poetry.

Frn. 385-1 The Modern Novel 4 sem. hrs.
Prereq.: Frn. 225, 226 or approval of the Department.
The main movements in the French novel starting with Proust, including Gide, Bernanos, Mauriac, Sartre, Malraux, and the leading authors of the *nouveau roman* such as Butor, Robbe-Grillet, Sarraute.

[Frn. 386-2 French Cinema 4 sem. hrs. Not offered in 1978-79.]
French film: from Dada and Surreal shorts to Contemporary (1930-1970). An examination of the influence of art and literary movements upon the film; a study of film structure and method, philosophy and purpose of individual film-makers. Such questions as film as an art medium, cinema as an alienating experience, the effect of film upon time and movement, and cinema as representation will be discussed, among others. Given in English.

Frn. 390-2 Gide, Sartre, Camus 4 sem. hrs.
Prereq.: Frn. 225, 226 or approval of the Department.
The major themes of modern French literature and a study of existentialist thought as seen in the works of three authors. Emphasis on the recits of Gide, the plays of Sartre, and the novels of Camus. *McKeen*.

[Frn. 395-2 Seminar: Special Topics in French 4 sem. hrs. Not offered in 1978-79.]
Prereq.: Frn. 225, 226 or approval of the Department.
A seminar which examines special problems, genres, or authors according to faculty and student interest. Topics to be announced.

German

Ger. 101-1, 102-2 Elementary German I and II 4 or 8 sem. hrs.
Prereq. for Ger. 102: Ger. 101 or approval of the Department.
Intensive oral-aural practice. Study of grammar essentials. Reading of elementary texts. *Rogers*.

Ger. 201-1 Intermediate German I 4 sem. hrs.
Prereq.: Ger. 102 or approval of the Department.
Continued oral-aural practice. Intensive grammar review. Introduction to German civilization through reading modern texts of graduated difficulty. *Rogers*.

Ger. 202-2 Intermediate German II 4 sem. hrs.
Prereq.: Ger. 201 or approval of the Department.
Continuation of German 201. *Rogers*.

Russian

Rus. 101-1, 102-2 Elementary Russian I and II 4 or 8 sem. hrs.
Prereq. for Rus. 102: Rus. 101 or approval of the Department.
Drill in grammar, vocabulary, translation, and simple conversation to give a basic knowledge of Russian that can be extended according to interest or need. *Mamikonian*.

Rus. 201-1 Intermediate Russian I 4 sem. hrs.
Prereq.: Rus. 102 or approval of the Department.
Review and completion of basic syntax correlated with reading of graded prose and periodical literature. Continued practice in writing and intensive work on vocabulary and idiomatic command of language. *Mamikonian*.

Rus. 202-2 Intermediate Russian II 4 sem. hrs.
Prereq.: Rus. 201 or approval of the Department.
Continuation of Russian 201. *Mamikonian*.

[Rus. 245-1 Advanced Russian 4 sem. hrs. Not offered in 1978-79.]
Prereq.: Rus. 202 or approval of the Department.
Intensive reading and translation.

Rus. 247-2 Russian Civilization 4 sem. hrs.

A survey of the principal currents in pre-Soviet cultural history as seen through the arts, literature and social development. Given in English. *Mamikonian.*

Rus. 250-1, 2 Independent Study 4 or 8 sem. hrs.

Rus. 260-1, 2 Individual Study 4 or 8 sem. hrs.

Spanish

Spn. 101-1, 102-2 Elementary Spanish I and II 4 or 8 sem. hrs.

Prereq. for Spn. 102: Spn. 101 or approval of the Department. Intensive oral practice combined with elements of grammar and the reading of modern literary texts.

Spn. 201-1, 2 Intermediate Spanish I 4 sem. hrs.

Prereq.: Spn. 102 or approval of the Department. An intensive review of grammar, oral practice, and reading of 20th-century texts of graduated difficulty. Prepares for all Spanish 200-level courses.

Spn. 202-1, 2 Intermediate Spanish II 4 sem. hrs.

Prereq.: Spn. 201 or approval of the Department. Continuation of *Spanish 201*.

Spn. 207-1 Introduction to the Art of Translation 4 sem. hrs.

Prereq.: Spn. 102 or the equivalent, and approval of the Department.

An intensive course for students whose primary interest is in reading and understanding Spanish. It will include a rapid review of grammar with emphasis on skills related to efficient dictionary use and precise translation. Texts will vary in nature, and length of assignments will be increased steadily over the course of the semester.

Spn. 208-2 Problems of Translation 4 sem. hrs.

Prereq.: Spn. 207 or the equivalent, and approval of the Department.

Questions of style in the context of techniques of rapid translation of Spanish. Special attention will be given to distinctive grammatical constructions and difficult idiomatic expressions. Examinations will include sight passages.

Spn. 215-1, 220-2 Caribbean Spanish I and II 4 or 8 sem. hrs.

Prereq.: Spn. 102 or approval of the Department.

Review of basic Spanish grammar. Completion of *Spanish 220* fulfills the language requirement at the intermediate level. This course would ordinarily replace the 201, 202 sequence for the student who plans to work in the Spanish-speaking community. Emphasis on conversation and comprehension of the Caribbean dialect. Reading of Puerto Rican short stories, newspapers, and popular magazines. *Treacy.*

Spn. 225-1 Twentieth-Century Readings 4 sem. hrs.

Prereq.: Spn. 202 or approval of the Department. Intensive study of contemporary Spanish and Spanish-American texts with emphasis on student-led discussions. Rapid review of grammar to increase language proficiency. *Cohen.*

Spn. 240-2 Spoken Spanish 4 sem. hrs.

Prereq.: approval of the Department.

Intensive oral-aural practice with emphasis on the language used in daily life. For those who wish to perfect pronunciation and increase fluency in Spanish. *Cohen.*

Spn. 245-1 Conversation and Composition 4 sem. hrs.

Prereq.: Spn. 202, 225 or approval of the Department. Intensive semester course for students majoring in Spanish or wishing to increase their proficiency in the oral and written use of the language. Texts will be present-day Spanish and Latin American newspapers and magazines. *Ferguson.*

[Spn. 247-2 Conversation and Composition 4 sem. hrs. Not offered in 1978-79.]

Prereq.: Spn. 202, 225 or approval of the Department.

Intensive semester course for students majoring in Spanish or wishing to increase their proficiency in the oral and written use of the language.

Spn. 250-1, 2 Independent Study 4 or 8 sem. hrs.

Spn. 260-1, 2 Individual Study 4 or 8 sem. hrs.

Spn. 290-0 Honors Seminar in Spanish 4 sem. hrs.

Directed Study: Senior Thesis.

[Spn. 300-2 Advanced Conversation and Composition 4 sem. hrs. Not offered in 1978-79.]

Prereq.: Spn. 245, 247, or approval of the Department.

An intensive course designed to stress both written and oral expression in the language. A discussion of the finer points of grammar and some work in stylistics will be included. Texts will be selected from works by contemporary authors.

[Spn. 320-1* Applied Linguistics 4 sem. hrs. Not offered in 1978-79.]

An introduction to the principles of linguistics as related to the teaching of language and an introduction to the historical development of French and Spanish.

Spn. 325-1 Spanish Civilization 4 sem. hrs.

Prereq.: Spn. 202, 225 or approval of the Department.

An introduction to the major European artistic currents and their impact on Spain. Spanish literature and art as a response to political and social change. *Treacy.*

[Spn. 327-1 Hispanic-American Cultural History 4 sem. hrs.

Prereq.: Spn. 202, 225 or approval of the Department. Not offered in 1978-79.]

An introduction to the political, artistic, and intellectual history of the Spanish-speaking nations of the Western Hemisphere, with an emphasis on Mexico, Peru, and Argentina. Special attention given to the historiography of the conquests of Mexico and Peru; Bolivar and the generation of 1810; the consequences of the Spanish-American War of 1898; and the Mexican Revolution of 1919.

Spn. 330-2 Migrant in the City: Field Work Seminar on Puerto Rican Culture 4 or 8 sem. hrs.

Prereq.: approval of the Department.

Class meetings detail the Puerto Rican life experience and complement placements in Boston's Spanish-speaking community (arranged at bilingual schools, social service centers, government agencies, hospitals, etc.). Open to non-majors. Conducted in English. Can provide the context for an internship. *Cohen.*

[Spn. 335-2 Revolution in Latin America: Mexico and Cuba 4 sem. hrs. Not offered in 1978-79.]

Prereq.: juniors, seniors, and graduate students only.

The artist's view of history through the novel, film, mural, and poster art. Mexico: betrayed hope of the revolution. Cuba: the difficulty of adapting to social change. Given in English with readings available in both English and Spanish; however, concentrators and M.A. students in Spanish must do reading in Spanish to receive credit toward concentration.

[Spn. 341-1, 342-2 Introduction to the Literature of Spain Not offered in 1978-79.]

Prereq.: Spn. 202, 225 or approval of the Department.

Critical readings of masterpieces by the major writers of Spain. Introduction to the main trends of Spanish literature and thinking, with emphasis on periods of significant interest: the Golden Age (341); the Twentieth Century (342) and their impact on Western literature.

Spn. 346-1 Introduction to the Literature of Latin America 4 sem. hrs.

Prereq.: Spn. 202 or approval of the Department.

Critical readings of masterpieces by the major writers of Latin America. Introduction to the main trends in Latin American literature and thought, with emphasis on periods of significant interest: the *cronistas* and the colonial era, the nineteenth and twentieth centuries. *Ferguson.*

Spn. 350-1, 2 Graduate Independent Study 4 or 8 sem. hrs.

Spn. 360-1, 2 Graduate Individual Study 4 or 8 sem. hrs.

Spn. 372-1 Twentieth-Century Hispanic Drama 4 sem. hrs.

Prereq.: Spn. 202, 225 or approval of the Department.

Readings of plays by major contemporary playwrights of Spain and Hispanic America with critical discussion of the stylistic and social concerns that link these writers. *Cohen.*

Spn. 376-1 Spanish Literature at the Turn of the Century 4 sem. hrs.

Prereq.: Spn. 202, 225 or approval of the Department.

Spain's defeat in the Spanish-American war (1898) compelled intellectuals to confront their country's history and traditional ideals as well as to consider possible routes to national regeneration. The course will examine artists' personal responses to the crises: the re-evaluation of the past and the adaptation of European values. Among the writers to be studied are Unamuno, Machado and Valle-Inclán.

Spn. 380-2 The Contemporary Latin-American Novel 4 sem. hrs.

Prereq.: Spn. 202, 225 or the approval of the Department.

Thematic and stylistic study of the works of Juan Rufo, Carlos Fuentes, Alejo Carpentier, Julio Cortazar, Mario Vargas Llosa, and Gabriel García-Márquez. *Ferguson.*

[Spn. 384-1 Cervantes 4 sem. hrs. Not offered in 1978-79.]

Prereq.: Spn. 202, 225 or approval of the Department.

The originality and impact of Cervantes' fiction. Partial emphasis on Don Quixote within the context of Cervantes' other works as well.

Spn. 386-2 Hispanic Cinema 4 sem. hrs.

Spanish and Latin American film: from the thirties to the seventies. An examination of the relationship of artistic literary and political movements to film. A study of film structure and methods, including philosophy and stated intentions of individual film-makers. Readings will include film scripts, film criticism, and source novels. Given in English. *Ferguson.*

[Spn. 395-1 Seminar: Special Topics in Spanish 4 sem. hrs. Not offered in 1978-79.]

A seminar which examines special problems, genres, or authors according to faculty and student interest.

Faculty

James L. V. Newman, A.M. Professor of French and Chairman of the Department of Foreign Languages and Literatures and Coordinator of the OPEN Program
Charles R. Mackey, Ph.D. Professor of French and Coordinator for the Humanities

Don H. McKeen, Ph.D. Professor of French

Helen Mamikonian, A.M. Associate Professor of Russian

Susan M. Keane, Ph.D. Associate Professor of French

Louise G. Cohen, Ph.D. Associate Professor of Spanish

Raquel H. Ferguson, Ph.D. Assistant Professor of Spanish

Mary Jane Treacy, M.A. Assistant Professor of Spanish

Nancy López-Balboa, M.A. Instructor in Spanish

Ingrid Rogers, Ph.D. Special Instructor in German

Dorothy D. Edgerton Secretary for the Department of Foreign Languages and Literatures

Department of Government

The Departmental requirements in government provide the student with a grounding in political theory and in comparative and American government and allow her to choose an additional eight semester hours in the concentration, depending on her special interest. In addition, the requirement of a basic course in economics is deemed essential for an understanding of modern governmental problems. Students with such a preparation can avail themselves of the numerous opportunities for governmental service at the federal, state and local levels by the taking and passing of qualifying examinations administered by the various governments. Graduate work in government, for which this concentration is a preparation, usually involves a specialty in one particular area of government and, depending on the graduate school, a reading knowledge of two modern languages. Students are advised to consider courses in the Mathematics Department since some understanding of statistical methods is strongly recommended for those interested in government employment, law, or graduate work in political science.

A limited number of juniors specializing in government are eligible to be considered for attendance at the "Washington Semester" of the American University, Washington, D.C. Students not concentrating in government are also eligible for consideration provided they have had some background in the field. Ordinarily the student will attend American University in the first semester of the junior year and must discuss plans for the Washington Semester with her adviser early in the sophomore year. This plan is a unique one since it provides students with an opportunity both to obtain practical experience in government and to complete a major project. The Department also has an arrangement with the Washington Center for Learning Alternatives whereby one student per semester may undertake an internship in Washington, D.C. for credit.

Students in the Department are encouraged to undertake research projects based on work experiences in governmental offices at the national, state, or urban level, during either the summer or regular term time. These experiences become the basis for fulfilling the requirement of independent study, and students are encouraged to select their courses in anticipation of this independent work. It should be noted that the Department encourages students to engage in research in a foreign country if possible and hence develop a project involving comparative governmental studies.

Concentration in Government

Requirements

The requirements of the concentration in government have been kept to a minimum so that students may take courses in other areas of interest. Students interested in a career in the social sciences, either in government or in teaching at any level, are advised to elect at least one course in each of the other social sciences in addition to government.

Gov. 121 Government in the United States-Federal System
 Gov. 123 Classical and Early Modern Political Theory
 or
 Gov. 124 Political Theory During the Last Two Centuries
 and
 Gov. 134 Comparative Politics
 and
 Eco. 101, 102 Principles of Economics
 Gov. electives 8 semester hours

The degree requirement of eight semester hours of independent study or senior seminar may be met by Government 250, Government 270, Government 280, any seminar offered by the Department or an appropriate seminar in another department approved by the Department. These eight semester hours are in addition to the 20 semester hours required in government.

Honors in Government. An honors program is offered to qualified students who fulfill the College requirements as designated on page 15.

In addition to the courses listed above, an honors candidate is also required to complete satisfactorily:

Gov. 290 Directed Study: Senior Thesis
 Gov. elective 4 semester hours in political theory

Courses

Gov. 121-1 Government in the United States: Federal System 4 sem. hrs.

Analysis of the institutional development of American national government, emphasizing the Presidency, Congress, and the Supreme Court. Special attention to the political process, parties, pressure groups, and the bureaucracy. *Miles.*

Gov. 123-1 Classical and Early Modern Political Theory 4 sem. hrs.

The central themes and principles of classical political thought. Christian variations on the classical themes, and the nature of the rationalist break with that thought during the Renaissance and the Enlightenment. Among the philosophers considered: Plato, Aristotle, Hobbes, Locke, and Rousseau. *Hamilton.*

Gov. 124-2 Political Theory During the Last Two Centuries 4 sem. hrs.

The main tendencies in political thought during the last two centuries, in particular the underlying principles of the historical, positivist, and existential schools of thought, concluding with an examination of the principles underlying the behavioral and social sciences today. *Hamilton.*

Gov. 125-1 Politics of Education 4 sem. hrs.

Role of urban education and industrial development in the United States. Philosophies of education and models of efficiency as applied to education. *Hamilton.*

Gov. 126-2 Black Political Theory in the Twentieth Century: Seminar 4 sem. hrs.

Political themes that emerge in the literature and practice of blacks in the diaspora. This development will be viewed in relation to the rise of nationalism as an organizational method in the Third World. *Hamilton.*

[Gov. 127-1 Racism and Reform 4 sem. hrs. Not offered in 1978-79.]

Participation of blacks in major reform movements in the United States, particular emphasis on reforms of the 20th century. Response of reform movements to the needs of blacks and the poor. *Hamilton.*

Gov. 130-1 Dependency and Underdevelopment 4 sem. hrs.
 Historical analysis of rise and transformation of capitalism; how this development has shaped the relations between the West and the Third World. Theories of development and change. *Hamilton.*

Gov. 132-2 International Relations 4 sem. hrs.

The nation state as the unit of international relations; the elements which give substance to the foreign policy of the nation state; the limitations of international law, organization, and opinion on actions of nation states; the essential policies of major powers; problem areas in the present-day world, and problems such as disarmament, atomic energy, and world trade. *Miner.*

Gov. 133-1 International Organization 4 sem. hrs.

An introduction to the process of international organization from the Concert of Europe to the present, with particular emphasis on the United Nations, NATO, and the European Common Market. *Miner.*

Gov. 134-1 Comparative Politics 4 sem. hrs.

An introduction to the study of governments other than the United States. Governments selected for study include Great Britain, West Germany, Mexico, and China. *Miner.*

Gov. 138-2 Soviet Politics 4 sem. hrs.

An examination of the Soviet political system. Particular attention will be paid to the role of the Communist Party in policy-making and the relationship of the party to the state. In addition, the development and future of the Soviet political system will be considered. *Miner.*

Gov. 140-1 Public Administration 4 sem. hrs.

Enrollment: not open to freshmen.

Basic principles, practices, and problems of administrative organization and management in modern American governmental units. *Miles.*

Gov. 147-2 Women and the Law 4 sem. hrs.

Enrollment: not open to freshmen.

Using the case method, the course will deal with sex-based discrimination and the range of problems with which recent court decisions have been concerned such as equal rights, women in the labor force, educational opportunities, family law, taxation, and laws affecting rape. *Miles.*

Gov. 148-2 Constitutional Law: The Modern Court 4 sem. hrs.

Prereq.: Gov. 121.

Analysis of the decisions of the Supreme Court in the last two decades with emphasis on those cases dealing with civil, political, and social questions. Consideration of the Warren Court and its impact on American government and society. *Miles.*

Gov. 149-2 American Foreign Policy 4 sem. hrs.

Prereq.: consent of the instructor.

Students will be expected to become familiar with the forces in our society that have a significant impact on our foreign policy and the machinery of decision-making in foreign affairs. Examination of American policies will include not only what these policies are but also what policy changes might profitably be made. *Miner.*

Gov. 154-2 Problems in Urban Politics 4 sem. hrs.
Historical evaluation of development of cities. Discussion of informal political processes which link informal demands to formal institutional process; emphasis on political parties, interest groups (particularly ethnic trends). Evaluation of impact of urban programs: schooling, welfare, housing, etc. *Hamilton.*

Gov. 158-1 Causes of War: Seminar 4 sem. hrs.
A study of the various theories of the causes of war. These theories will be applied to selected case studies in order to identify the factors which lead to conflict between states. Particular attention will be paid to the coming of the war between Japan and the United States in 1941. *Miner.*

Gov. 160-2 American Presidency: Seminar 4 sem. hrs.
Prereq.: Gov. 121.
A consideration of the American Presidency focusing each year on a different topic; there will be readings, discussions, and a term paper which will be researched and discussed in the seminar. *Miles.*

Gov. 250-1, 2 Independent Study Credit to be arranged
Prereq.: consent of the Department.
Open to students in government wishing to do advanced work with a member of the Department. *Members of the Department.*

Gov. 270-1, 2 Internship 4-8 sem. hrs.
Prereq.: consent of the Department.
Members of the Department.

Gov. 280-1, 2 Field Work 4-8 sem. hrs.
Prereq.: consent of members of the Department.
Supervised on-the-job experience in some government agency, or with a political office-holder or office-seeker.

Gov. 290-2 Directed Study: Senior Thesis 4 sem. hrs.
Members of the Department.

Faculty

Carroll French Miles, Ph.D. *Professor of Government and Chairman of the Department of Government*
Cynthia Hamilton, A.B. *Assistant Professor of Government*
Deborah Nutter Miner, Ph.D. *Assistant Professor of Government*

Ruth O. Hirsch, A.B. *Secretary for the Departments of Economics, Government, History, and Sociology*

Department of History

Courses in history, whether they lead to a concentration in the subject or are taken to enrich a general education, prepare students for careers as teachers, reference librarians, archival researchers, professional historians, lawyers, or governmental officials. While many of these professional activities require further study in graduate school, others can be entered directly upon receipt of a bachelor's degree. Courses taken individually provide insights into the contemporary world situation and also into the persisting ways of man.

Students electing a concentration in history alone may specialize in any one of its various fields. *Other students* may choose to combine courses in history with those in another department and construct for themselves, either according to pre-established guidelines or independently, a concentration specifically directed toward their particular goals. The Department recommends that first-semester *freshmen* who are considering a concentration in history take as their first course either History 100 or History 140. For *non-concentrators* who wish to study history for the purpose of educational enrichment, the Department recommends that they select from the following: History 100, History 115, History 116, History 120, History 121, History 127, History 140, or Afro-American Studies 110.

Concentration in History

The concentration in history is composed of 32 semester hours of history courses integrated in such a way as to provide academic work in a range of periods, geographical areas, and cultural contexts. Within broad guidelines, the courses may be chosen with a minimum of prescription.

Requirements

- American History 8 semester hours
- Modern European History 8 semester hours
- Ancient or Medieval History 4 semester hours
- African or Afro-American History 4 semester hours
- Specialization (to be arranged in consultation with the Department) 8 semester hours

Beyond the concentration, the student must fulfill the College requirement for eight semester hours of independent study, four of which may be satisfied within the 32 semester hours of the concentration. Ordinarily, the independent study requirement is fulfilled by concentrators with a course in historiography and another history course in which a substantial amount of independent study is included. This latter course should be selected in consultation with the course instructor and the student's Departmental adviser. Students must declare how they will fulfill the independent study requirement before the end of their junior year.

Interdepartmental Concentrations

Students who choose to develop a concentration by combining courses in history with courses offered by another department should discuss their plans early in their college career with their adviser

and the chairmen of the departments involved. Some combinations have been worked out by the faculty, such as the American Studies concentration. A student may, for example, use this as a model for proposing a personalized concentration in European Studies. Another combined concentration which can be used as a model is that in history-secondary education. Other fields which lend themselves to such combinations with history are English, foreign languages and literatures, economics, government, sociology, and philosophy. This list is not intended to be restrictive; at the student's initiative, combinations with any department will be evaluated as a possible basis of a concentration. Another possible combination permits fulfilling requirements for the Master of Arts in Teaching degree (see requirements as stated on page 86) along with those leading to the B.A. Although the ordinary expectation is that the MAT requires a fifth year of courses, with careful planning and effective advisement that time may be shortened.

While registration in certain courses is limited, all courses are available to properly qualified students. Graduate students may, under advisement, elect any courses offered by the Department, but courses numbered in the 200's are especially suitable for master's degree candidates, as well as for advanced undergraduates.

Honors in History. An honors program is offered to qualified students who are eligible according to the College requirements as designated on page 15. An honors candidate is required to complete satisfactorily History 255, Directed Study: Senior Thesis. This course, along with a course in historiography, fulfills the College independent study requirement. The honors program, although open to any qualified student who is concentrating in history, is especially recommended to students who intend to pursue their study of history or a related subject in graduate school.

Courses

General Courses

His. 100-1 and 101-2 History of Modern Western Society Divisible but conceived as a whole. Appropriate both as a general course or as a first collegiate history course. Wide range of traditional and new materials and questions (not only "what happened?" and "how do we know?", but also "how did ordinary people live?", "what did people believe and fear and admire?", "what were their diets, diseases, and labors?"). Two instructors, outside speakers, slides and movies. Discussion sections. *Hunter and Lyman.*

His. 100-1 Western Society from Late Medieval through Early Modern Times 4 sem. hrs. Examines how the Western world became differentiated and dominant, and how it developed its peculiar institutions, living patterns, and intellectual achievements. Considers the cultural Renaissance; the social, economic and psychological shifts associated with the changeover from subsistence agriculture to expansive capitalism; the triumph of central government over feudalism; the development of rational science at the expense of religion.

His. 101-2 Western Society in Modern Times 4 sem. hrs. Emphasizes the changing relationship between the West and the rest of the world. Includes development and significance of America; French and subsequent revolutions; imperialistic expansion and liberation movements; new socioeconomic forms and theories; developing tension between the claims of the state and of individuals; impact of the world wars; the emergence of a world community.

His. 115-1 Colonial Boston, 1630-1776 4 sem. hrs. A survey of the history of colonial Boston from its founding in 1630 to the outbreak of the Revolution. Designed for the general student, the course will investigate Puritan ideology, the pattern of settlement, the growth of the society and the social, political, economic, and religious strains it experienced, and the factors leading to the development of revolutionary sentiment. Appropriate readings in primary and secondary sources, visual aids, and walking tours will constitute the approach of the course. *Halko.*

[His. 116-1 New Approaches to History 4 sem. hrs. Not offered in 1978-79.]

Two topics—witchcraft and political messiahs—serve as case studies to show how history can connect with anthropology, psychology, and sociology to provide better understanding and explanations. *Lyman.*

His. 119-2 History of the Family 4 sem. hrs.

In virtually all societies the family has been the major educative and socializing unit of the young. This course considers interdisciplinary ways of studying the family across time and culture. Further attention is given to the Western family under the stress of industrialization since 1700 and to the roots of contemporary family styles. *K. Lyman, R. Lyman.*

His. 218-1 Historical Preservation (Seminar) 4 sem. hrs.

How can the physical world of previous generations be adapted and recycled for contemporary use? Why should we (and how can we) preserve buildings, areas, and whole towns? What connects our sense of self with our awareness of place and time? Field trips, interdisciplinary readings, multi-media projects. *Lyman.*

His. 296-2 The French Revolution: Its Historiography (Seminar) 4 sem. hrs. [Offered in 1979-80.]

This course focuses on ways historians and other interpreters have presented the French Revolution. However, while the emphasis is more on the interpretations than upon the Revolution itself, the student, in coming to grips with how historians approach and use the past, should be able to reach conclusions herself as to what the nature, causes, and consequences of the Revolution were. *Hunter.*

His. 298-2 American Historiography (Seminar) 4 sem. hrs.

An analysis of the assumptions and methodologies of American historians from the 17th century to the present as related to the topic of Puritanism. *Halko.*

Europe

His. 120-1 Ancient Near East 4 sem. hrs. [Offered in 1978-79 and 1980-81.]

An examination of the development of civilization in the Near East, including recent discoveries in pre-history, and accounts of life in Mesopotamia, Egypt and Israel. *Lyman.*

His. 121-1 Greek History 4 sem. hrs. [Offered in 1979-80 and 1981-82.]

A review and analysis of the life and achievements of ancient Greek civilization, from Mycenaean to Hellenistic times. *Lyman.*

His. 122-2 Rome and the Late Classical Empire 4 sem. hrs. [Offered in 1978-79 and 1980-81.] A survey of Roman civilization from the foundation to the fall. Special emphasis on social, economic, constitutional, and cultural topics. Much class time devoted to interpretation of sources and to techniques for studying ancient civilizations. *Lyman*.

His. 123-2 Medieval History 4 sem. hrs. [Offered in 1979-80 and 1981-82.] Selected aspects of medieval civilization, beginning with the fourth and ending with the 15th century. Emphasis on social and economic organization, and cultural patterns. Special attention given to northwestern Europe. *Lyman*.

History 126-2 Renaissance and Reformation, 1300-1650 4 sem. hrs. A survey of major developments in culture and religion and their impact on the society of early modern Europe. The course, designed for the general student, will study the cultural dimensions of both periods by examining their art, architecture, music, philosophy, and science. Slides, records, films, and museum trips will be used extensively. *Halko*.

His. 127-1 Europe in the Nineteenth Century 4 sem. hrs. This course emphasizes two themes: 1. Those intellectual, economic, technological, and political factors which created and maintained European dominance during the 19th century—and made it seem inevitable and good. 2. Those dynamic factors which, although then promoting the power and pride of Europe, would lead to their erosion in the 20th century. *Hunter*.

His. 128-2 Europe in the World of the Twentieth Century 4 sem. hrs. This course focuses on the overlapping impacts of World Wars I and II, the Russian Revolution, and other challenges to liberal-bourgeois world views. Thus, close attention will be paid to such topics as the Nazi movement, contemporary forms of socialism, the Great Depression, applications of Freudian thought, and the twilight of European imperialism.

[His. 132-1 History of Modern France 4 sem. hrs. Not offered in 1978-79.] This course emphasizes both the changing roles of France from the last days of the old regime to the present and her internal characteristics and dynamics. Insofar as there is a thesis to the course, it is that an understanding of France's history provides uniquely significant insights into the meaning of the history of modern Europe as a whole. *Hunter*.

His. 133-1 Modern Russia 4 sem. hrs. This course explores the development of Russia's social, cultural, political, and economic institutions, with special emphasis on evidences of similarity and contrast between the Imperial and Soviet periods. The course culminates in a paper on an aspect of contemporary Russia. *Hunter*.

His. 220-2, 223-2 Selected Periods in Early European History (Seminars) 4 sem. hrs. Close investigation of a single period or problem in ancient or medieval history. Following critical discussion of primary and secondary materials, students develop specialized aspects of research projects. *Lyman*.

[His. 220-2 Jesus and Josephus 4 sem. hrs. Not offered in 1978-79.] A study of Roman, Jewish, and Palestinian contexts of primitive Christianity based on close analysis of texts and archaeology. *Lyman*.

His. 234-2 The French Revolution (Seminar) 4 sem. hrs. As a watershed between pre-modern and modern times in the West, the French Revolution has been and continues to be a subject of major significance and controversy. It will be the purpose of this course to look closely into the Revolution in search of meanings rather than of factual details. However, sufficient factual material will be provided to enable students starting with little information but some sensitivity to the past, whether acquired in history courses or in those of other humanistic or social scientific disciplines, to benefit. *Hunter*.

[His. 235-2 1914 (Seminar) 4 sem. hrs. Not offered in 1978-79.] Starting with the reading of such novels as Solzhenitsyn's *August, 1914* and Roger Martin du Gard's *The Thibaults*, the class will seek to arrive at an understanding why that year would open a chasm nearly unbridgably dividing one era from another and how it would set loose forces creating a new outlook on human nature. *Hunter*.

United States

His. 140-1, 141-2 History of American Civilization, I and II 4 or 8 sem. hrs. Offered as a year course; or either half may be taken separately.

His. 140-1: Topical development of American political and social institutions from the 18th century through the Reconstruction period. *Halko*.

His. 141-2: Beginning with a consideration of implications of Reconstruction, the course will survey major economic problems in the new industrial age, the role of minorities in shaping urban development, the liberal spirit of reform, and the rise of America to world power. *Solomon*.

[His. 143-2 United States Colonial History 4 sem. hrs. Not offered in 1978-79.] The European background of the migrations to America, the settlement of the colonies, their internal development and growth, the role they played in the British Empire, and the forces leading to the outbreak of the Revolution in 1776. *Halko*.

[His. 151-1 American Constitutional History, 1789 to the Present 4 sem. hrs. Not offered in 1978-79.] Prereq.: His. 140, 141, or consent of the instructor. The development of American law as reflected in historical judicial decisions. Traces the history of the Supreme Court through the major crises of American history, state-rights versus nationalism in the 19th century, and human rights and civil liberties in the 20th. *Halko*.

[His. 152-2 Race and Society 4 sem. hrs. Not offered in 1978-79.] An historical analysis of race relations and racism in the United States. Race and the ideology of racism will be examined within the framework of black-white power relations, native Americans and the dominant society, the Chicano and other Spanish-speaking communities, and the ideas and practices of white movements and institutions. *Solomon*.

His. 153-1 United States Foreign Policy from 1900 4 sem. hrs. The United States at the start of the 20th century had become one of the leading industrial powers of the world. Its growing economic and strategic interests in the global arena were considered by American leaders to be essential to internal stability and progress. This course explores that global involvement—its origins and underlying values—as well as ensuing problems, tensions, and conflicts that arose in relation to American diplomacy. A range of foreign policy issues from the emergence of imperialism to the Cold War and Vietnam will be considered. *Solomon*.

[His. 154-2 The Great Depression 4 sem. hrs. Not offered in 1978-79.]

Prereq.: His. 140 and 141 or consent of the instructor.

An examination of the intellectual and social movements of the 1930s. The politics of the New Deal, along with literary and intellectual currents will be considered. Films, records, and eye-witness accounts of the depression will be utilized. *Solomon.*

His. 155-1 Social Forces in American History 4 sem. hrs.

Throughout the nation's history, protest movements have attempted to alter or transform the society's basic social conditions and relations. The legacy of these movements provides a rich source of study—not only of the character of dissent in America but of the nature of the larger society itself. The activities of the labor movement, the women's rights movement and movements of political dissent will be examined in interaction with the wielders of political and social power. *Solomon.*

His. 157-1 Women in American History 4 sem. hrs.

An analysis of women's economic and social roles from the colonial period to the present. Special attention to women's work, their roles in family and community, and nineteenth and twentieth-century women's rights movements. Discussion will center on developing a historiography of women in America with each student preparing an oral history or research project. *Crumpacker.*

His. 159-1 The Afro-American Experience from Colonial Times to the 1960's 4 sem. hrs.

Vital to an understanding of the forces, values, and conditions that have shaped the lives of all Americans is the Afro-American experience. This course approaches black history as an inseparable aspect of the history of the United States. Through study of original materials, significant historical writings, films and literary works, the course surveys Afro-American history from colonial times to the 1960's, with special attention to slavery, the revolutionary period, the Civil War, Reconstruction, the urban epoch, the two World Wars, the Harlem Renaissance, the Depression and post-war movements from civil rights to black power. *Solomon.*

His. 160-2 American History Through Novels and Film 4 sem. hrs.

As American society evolved into the most successful commercial-industrial civilization hitherto known, American culture in both its "high" and "low" forms often revealed tensions and conflicts within the national experience: the longing to preserve a republican past as industrialism and urbanism advanced; individual acquisitiveness vs. transcendence; community vs. individualism; puritanism vs. spontaneity; tensions wrought by war, racism, labor, conflict. Non-traditional source materials such as novels, plays, films, television programs as well as historical writings will be used to explore these conflicts. *Solomon.*

[His. 164-2 Twentieth-Century American Women 4 sem. hrs. Not offered in 1978-79.]

An examination of the work and lives of women in 20th century America with special emphasis on the dichotomy between cultural images of women and their responses to societal expectations. Analysis of the effect on women's lives of the 1920's revolution in manners and morals, the depression, two world wars, the feminine mystique of the 1950's, and the resurgence of feminism in the 60's and 70's. Comparisons with women's lives in European countries, in underdeveloped economies, and in socialist societies. Sources will include oral histories, novels, popular literature, film, and other media. *Crumpacker.*

His. 165-2 History of Feminist Thought 4 sem. hrs.

Beginning with European and British origins, this course examines the development of women's reform movements, revolutionary ideologies, and civil rights struggles. Discussion of social and economic sources of women's oppression, responses of feminist leaders from Mary Wollstonecraft to Betty Friedan, and winning and losing strategies of protest. Special attention to the twentieth-century women's movement. *Crumpacker.*

[His. 247-1 Du Bois (Seminar) 4 sem. hrs. Not offered in 1978-79.]

Prereq.: His. 152, 159, or consent of the instructor.

An intensive study of the life and writings of W. E. B. Du Bois and the impact of his work upon the main currents of black thought and movement in the 20th century. Readings will be drawn from the rapidly expanding published literature. *Solomon.*

His. 248-2 The Recent Past in America, 1945 to Present (Seminar) 4 sem. hrs.

Prereq.: work in a chronologically appropriate course in American history or literature or consent of the instructor. An analysis of the social, intellectual, and cultural currents of post-World War II America. The consequences of the war, the Bomb, McCarthyism, the estrangement and dissent of the 1960s will be considered. Works of fiction, drama, and political and social criticism will be examined. Each student will present a report on an aspect of the course and take a final oral examination. *Solomon.*

Africa

His. 177-2 African Roots of American History 4 sem. hrs.

This course will examine the historical and cultural background of African peoples involuntarily relocated to the Americas. Interdisciplinary in approach and method, the course will survey African history from early times to the period of enslavement. Students will concentrate on religious, political, and cultural structure in several parts of Africa, leading to a comparative appreciation of the specific settings from which the Afro-Americans were taken. The course will lay a base for the accurate understanding of Africans in America by systematically exploring their experiences before forced migration. *Edison.*

His. 250-1, 2 Independent Study 4 sem. hrs.

Members of the Department.

His. 255-1, 2 Directed Study: Senior Thesis 8 sem. hrs.

Prereq.: His. 296 or 298, and consent of the Department. Required for honors candidates in history. Includes a senior thesis and a comprehensive examination. *Members of the Department.*

His. 260-1, 2 Individual Study 4-8 sem. hrs.

Members of the Department.

Interdepartmental Courses

Edu. 374-1 Curriculum and Methods in the Secondary School Teaching of Social Studies and History 4 sem. hrs.

See page 36 for description. Administered jointly by the Departments of Education and History. *K. Lyman.*

Afro-Amér. St. 110-1 Introduction to Afro-American Studies 4 sem. hrs. each semester

See page 77 for description. *Members of the faculty.*

Faculty

Henry James Halko, Ph.D. *Professor of History and Chairman of the Department of History*
John Cleary Hunter, Ph.D. *Professor of History*
Mark I. Solomon, Ph.D. *Professor of History*
Richard Bardwell Lyman, Jr., Ph.D. *Associate Professor of History*
Laurie Taylor Crumpacker, Ph.D. *Assistant Professor of History*
Kenneth Michael Edison, M.A. *Special Instructor in History*

Ruth O. Hirsch, A.B. *Secretary for the Departments of Economics, Government, History, and Sociology*

Department of Management

Inherent to our system of free enterprise are the principles of management which have application to profit and non-profit organizations in the public and private sectors. These same principles find use in personal and social settings, thereby providing students of management the opportunity to take full advantage of their education.

The curriculum in the Department of Management has been developed as an educationally broadening experience with both structure and flexibility. This concept assures each student certain basic preparation and at the same time allows for their individual preferences for professional advancement.

Among those professional areas that might use management as a base are accounting, advertising, company publications and public relations, hospital and health services, international business, law, management of minority enterprises, marketing, office management, operations research, personnel management, retailing and small business management.

The Department believes that it is essential that students work closely with their advisers in planning their concentration in management. Students should seek a Departmental adviser as soon as their interests become focused, or if they wish to explore the possibilities of this concentration. Students are assigned advisers by applying to the Department.

Concentration in Management

Management refers to the directing, supervising, and/or implementation of the affairs of organizations. The intellectual challenge to the manager comes from the need to apply and adapt the general theories of the various disciplines to specific managerial problems. It is the tension that exists between theories of the ideal and practices of the real that provides the student with the opportunity for challenge and creativity in a career in management.

Principle I—Breadth: All students of management should begin their studies by developing a broad base in the three theoretical and applied areas of management: the analytical, the behavioral, and the conceptual.

1. Every concentration in management fulfills the breadth requirement with the following core courses:

Eco. 101 and 102 Principles of Economics
Mgt. 120 Financial Accounting
Mgt. 125 Managerial Accounting
Mgt. 127 Dynamics of Management
Mgt. 128 Business and Its Environment
Mgt. 134 Communications in Management
Mgt. 150 Marketing

Principle II—Depth: Management is a broad field. In order to allow students to specialize in a specific area of Management or to take other general courses in Management, the student will take a minimum of 12 semester hours of courses chosen from the Management offerings. The student will select these three courses in consultation with her adviser. If the student chooses to use her depth requirement for specialization, she may refer to the following as suggested areas:

Accounting
Health Systems Management
Marketing
Organizational Management
Personnel Management

Principle III—Theory and Application: All education work in the field of management should span the distance between theory about the operations of any organization and the ways in which a manager can effect changes in them. In the study of management students must learn not only theory but also application. Therefore, a student's program of concentration in management is climaxed by work in Internship, Mgt. 270, or Independent Study, Mgt. 250, and Senior Seminar, Mgt. 290. This exposure to actual organizations and their problems permits the student to tentatively formulate her own theories about the process of management as she is observing it in practice.

Non-Concentrators: Since college women are expected to be leaders in whatever career they choose, the Department of Management feels that the knowledge of management principles is essential for every college-educated woman. The curriculum in the department has been planned, therefore, so that a non-concentrator can choose the six core courses (Financial Accounting, Managerial Accounting, Dynamics of Management, Business and Its Environment, Communications in Management, and Marketing) and whatever other management offerings fit into her career objectives. These can be used as electives or to satisfy the social science depth requirement of the College.

Management of Minority Enterprises: The Department of Management is committed to a concern for the needs of minority groups in achieving their goals. The responsibility for minority leadership in the immediate future will surely rest in large measure on the college-educated person. Since every career has a business associated with it, it seems desirable, therefore, that management education be a part of the college experience of minority persons. To meet this need, as well as the need of any person in management, the Department has incorporated into existing courses some cases concerning minority institutions. Also, a special course has been designed called "The Black Community and Organizational Design." The Department believes that a person who combines the Afro-American Studies Program with a concentration in management is better prepared to assume positions of leadership in the community.

Interdepartmental Concentrations

Finance

We live in a money economy. To live most effectively one must be aware of the interrelationships of the various components that comprise our economic society.

The interrelationship between those areas of study from the Departments of Management and Economics, complemented and supplemented by areas from other departments, has resulted in the interdepartmental concentration in finance.

The concentration offers an integrated approach to the conceptual and operational aspects of business and investment finance; the functions of financial institutions and money markets; the dynamics of financial administration; and the economic and managerial implications of business transactions as they relate to industrial and business corporations, public organizations, governmental units, educational institutions, and service agencies.

The finance concentration is designed to fulfill the needs of those students who wish to go to graduate school, and also of those who wish to enter immediate employment upon graduation. Many opportunities are available in such areas as commercial, savings, and investment banking; insurance; brokerage firms; financial departments of business and non-business organizations; and financial administration in government.

The plan of study, to be prepared cooperatively by student and adviser, will consist of a combination of theory and applied-theory areas of study individually tailored to the career or graduate school goals of the student in a flexible yet clearly focused direction.

Requirements

Eco. 101, 102 Principles of Economics
Mgt. 120 Financial Accounting
Mgt. 125 Managerial Accounting
Mgt. 158 Stock Market Investments
Eco. 131 Money and Banking

The Senior Integrative Seminar requirement will be satisfied by taking independent study or internship

and Management 290, Advanced Management Seminar.

Selected Electives: Eight semester hours from management, economics, government, mathematics. To be selected by the student in consultation with her adviser.

International Management

The trend in the last few years for American companies to expand their markets to include branches in foreign countries has led to an increased demand for persons in management with strong language backgrounds.

The export-import business and the location of government bureaus in foreign countries have for many years provided opportunities for persons with the unique combination of language and management skills.

There are opportunities for persons wishing placement either in the United States or abroad. The increased sophistication of international business and the opening of more opportunities for women in management has combined to make the field particularly attractive for women with a strong career motivation.

Requirements

The student wishing to pursue a concentration in international management would take approximately half of her work in the Foreign Languages and Literatures Department and the other half in the Management Department. In the Management Department she would be expected to take the following:

Mgt. 120 Financial Accounting
Mgt. 127 Dynamics of Management
Mgt. 150 Marketing
Mgt. 161 International Marketing

and one of the following three courses:

Mgt. 147 Organizational Behavior
Mgt. 149 Production Management
Mgt. 156 Personnel Administration

The concentrator in international management is expected to complete 16 semester hours in either French or Spanish above the 202 level. The foreign language component of the proposed concentration in international management is intended to provide the student with the ability to function successfully in the four basic skills of language: reading, writing, aural comprehension, and speaking. A student's program in language will depend upon her fluency and particular interests. The cultural background as well as practice in the foreign language can also be acquired through the study of certain courses in literature, although the courses which are listed below are particularly recommended:

Spanish

- Spn. 215, 220 Caribbean Spanish
Spn. 225, 226 Twentieth-Century Readings
Spn. 245, 247 Composition and Advanced Conversation
Spn. 240 Spoken Spanish
Spn. 330 Spanish Field Work Seminar
Spn. 347 General View of Spanish Cultural History
Spn. 353 Hispanic-American Cultural History

French

- Frn. 225, 226 Readings in French Literature
Frn. 245, 247 Conversation and Composition
Frn. 240 Spoken French
Frn. 330 Advanced Composition and Conversation
Frn. 335 Stylistics

The specific language courses would be selected through consultation with an adviser in the Department of Foreign Languages and Literatures.

In addition to these required courses, the following electives are recommended: International Economics, International Relations, and American Foreign Policy.

The student would also satisfy the all-College senior seminar requirement in either the Department of Management or the Department of Foreign Languages and Literatures.

Other Interdepartmental Concentration

Mathematics-Management, see page 60.

Graduate Programs

For information about the Graduate Program in Management see page 90.

Courses

Mgt. 120-1 Financial Accounting 4 sem. hrs.

Prereq.: sophomore standing.

Current and recommended concepts of accounting. Major emphasis on financial control and its attendant implications in the decision-making process. Special attention to financial statements and their interrelationships. Analysis and interpretation of accounting data and their related significance to financial problems of the entity. *Parente.*

Mgt. 125-2 Managerial Accounting 4 sem. hrs.

Prereq.: Mgt. 120.

A logical continuation of accounting. Accounting processes are explored concomitantly with generally accepted accounting theories. Partnerships. Comprehensive coverage of corporate operations. Cash flows, budgetary controls, cost relations. Opportunity provided to compare, create, and discover more effectual means of solving managerial accounting based problems. *Parente.*

[Mgt. 126-2 The Black Community and Organizational Design 4 sem. hrs. Not offered in 1978-79.]

Designed to give minorities maximum opportunity, through the development of broad business and management concepts, to assess present and future environmental trends in relationship to how they might affect the particular minority community in question. Analysis of various leadership styles peculiar to their particular ethnic group giving consideration to the implication of adopting similar or different management styles. Review of present community institutions with a chance to redesign or to create entirely new organizational structures.

Mgt. 127-1, 2 Dynamics of Management 4 sem. hrs.

Study of the development of the modern organization; its structure, dynamics, administration, and work distribution. Emphasis on the organization as a dynamic culture and on the emergent behavior of the people involved. A variety of organization types compared and differentiated. Strong emphasis on group discussions and developing one's own management style. Guest lecturers, role playing, cases, and field trips. *Warren.*

Mgt. 128-1, 2 Business and Its Environment 4 sem. hrs.

The examination of business actions and their impact on the contemporary society. Emphasis will be placed on analyzing and evaluating the interaction of the external (political, social, legal, economic, etc.) and internal (employees, stockholders, management) forces that establish the stimulus-response mechanism between business and its environment. It is recommended that *Management 127* be taken before *Management 128*. *Onie.*

Mgt. 130-1 Intermediate Accounting I 4 sem. hrs.

Prereq.: Mgt. 125.

Accounting theory is emphasized throughout to modify the rigor of accounting material to ease the transition upward from the financial and managerial accounting courses. In-depth coverage of such areas as theoretical foundation of accounting and reporting, inventory flow and matching procedures, measuring liabilities and income taxes, operational assets, and the increased application of future- and present-value concepts in the valuation process.

Mgt. 134-1, 2 Communications in Management 4 sem. hrs.

This course covers the theoretical and practical application of communications systems and principles. Attention is given to communication channels, models, and processes. Oral and written expression is studied to accomplish the organizational and interpersonal objectives necessary for success in working with and influencing other persons. Principles are developed through use of cases involving the writing of business letters, reports, and memoranda; and the conduct of conferences, interviews, platform presentations, and other forms of oral communications. *Baldwin.*

[Mgt. 135-2 Management of Information Systems 4 sem.

hrs. Not offered in 1978-79.]

Prereq.: Mgt. 127 or 128.

Concepts of computer science and its significance to management decision-making. Capabilities of computers as aids in forecasting, problem solving, and decision-making. Impact on business of various data processing systems. Students will learn to evaluate existing systems in terms of particular organizational needs and to create appropriate adaptations.

Mgt. 136-2 Intermediate Accounting II 4 sem. hrs.

Prereq.: Mgt. 130.

Reflects the important advances that have taken place in both theory and practice in accounting. Particular emphasis is placed on the changing nature of contemporary principles and practices, and the analysis for recording purposes of the increasingly complex transactions that arise as a result of the economic environment. A thorough preparation for advanced courses, making use of all the recent pronouncements of the American Institute of Certified Public Accountants, Financial Accounting Standards Board, Securities and Exchange Commission, and Accounting Principles Board as they relate to contraction and expansion of corporate capital, investments in equity securities, the statement of changes in financial position, financial analysis, and price-level and fair-value accounting.

Mgt. 137-1, 2 Behavioral Implications for Women in Management 4 sem. hrs.

Prereq.: Mgt. 127 or 128 or permission of the instructor.
Study of interpersonal behavior and career development of women in managerial work. Considerable emphasis is placed on the psychological, sociological, anthropological, and political difficulties that arise in organizational relationships. Strategies for dealing with these problems are discussed. Some of the topics covered in the course are: life planning/career planning, assertiveness training, androgyny, and dual career families. Lectures, group discussion, case studies, and experiential learning. *Warren.*

Mgt. 138-1 The Law and Society 4 sem. hrs.

A study of the underlying legal principles governing business conduct and their impact on business policy. Consumer law and its relationship to the manufacturer and consumer. An in-depth analysis of the court system. Particular attention to torts, criminal law, guaranties, warranties, contracts, administrative and environmental law. Guest lecturers, cases, and field trips. *Warren.*

Mgt. 139-2 The Manager and the Law 4 sem. hrs.

This law course explores the employer-employee and principle-agent relationships, real and personal property, leases, insurance, sales, bankruptcy, legal substitutes for money, incorporation and partnership, government regulations and labor law. Guest lecturers, cases, and field trips. *Warren.*

Mgt. 140-1 Advanced Accounting 4 sem. hrs.

Prereq.: Mgt. 136.
Focuses on relevant, new problems of significance to the future public or managerial accountant. Many topics are specialized in nature such as consolidated financial statements, accounting for price level changes, and consignment sales. While not overlooking the practical aspects, there is a balanced blend of the conceptual and procedural aspects of advanced accounting theory. Attention is given to the latest pronouncements of professional organizations in such current issues as business combinations, financial forecasts, multinational companies, installment sales, direct valuation, and institutional and social accounting. CPA problems will be used throughout, and will be particularly beneficial to the CPA candidate.

Mgt. 141-2 Personal Law for the Manager 4 sem. hrs.

The purpose of this course is to familiarize prospective managers with the broad legal concepts and laws that govern relationships between themselves and consumers, investors, employees, students, etc. Additionally, the content of the course will be directed towards an examination of the rights of family members, victims of civil and criminal wrongs, homeowners, as well as prospective entrepreneurs. *Warren.*

Mgt. 143-1 Cost Accounting Analysis 4 sem. hrs.

Prereq.: Mgt. 120, 125.
Cost determination, procedures, controls, and analysis are developed by interpretation of the three cost elements: materials, labor, overhead. Application to the job cost system, process cost system, and standard cost system. Emphasis on managerial usefulness of cost accounting data in the evaluation of alternative courses of action. *Parente.*

Mgt. 144-1 Taxation 4 sem. hrs.

Prereq.: Mgt. 120, 125.
Strong emphasis on individual income tax preparation, together with some explanation of partnership and corporation income tax procedures. Cohesive coverage of the most important Code provisions and how they can be used for tax planning and minimization. *Parente.*

Mgt. 147-1, 2 Organizational Behavior 4 sem. hrs.

Prereq.: Mgt. 127, 128.
Managerial applications of behavioral sciences as related to modern organizations. Implications of interpersonal behavior problems for individual and group productiveness, creativity, and satisfaction. Social psychology of group processes. Readings combined with extensive group discussions and case analyses. *Onie.*

Mgt. 149-2 Production Management 4 sem. hrs.

Prereq.: Mgt. 127 or 128 or consent of the instructor.
An operating course that stresses the planning, supervision, control, and execution of the activities involved in the manufacture of goods and services. The course will include such topics as the measurement and simplification of work, the work capabilities of men and machines and their interrelationships, the nature of different types of manufacturing technologies from machining and processing to assembly, the planning and scheduling of output, and the management of inventories. Cases, lectures, field trips.

Mgt. 150-1, 2 Marketing 4 sem. hrs.

Prereq.: Mgt. 127 or 128.
An introduction to the concepts of marketing management: philosophy, strategy, and planning. The course analyzes the ways in which goods move from production into consumption. Particular emphasis on the role of marketing, consumer behavior, marketing mix, and the marketer in American business. Lectures, cases, and field trips. It is recommended that *Management 127* be taken before *Management 150*.

Mgt. 151-1 Issues in Consumer Protection 4 sem. hrs.

Considers the origin and growth of the consumer protection movement, the role and effect of regulatory agencies, sources of conflict between consumer concerns and the commonly perceived needs of the free market system. Specifically examines advertising as related to consumer protection, problems of special consumer groups, and mechanisms available for consumer redress. Speakers from government agencies, the media, and industry. *Bevacqua.*

Mgt. 152-2 Advertising Policies and Methods 4 sem. hrs.

Prereq.: Mgt. 150.
Advertising studied as a marketing tool. Topics include the functioning of advertising: when and for what kinds of products advertising is used; the advertising campaign; evaluation of advertising; and the ethical and moral issues surrounding advertising. Students will create advertising campaigns as a major project in this course.

Mgt. 153-1 Consumer Behavior 4 sem. hrs.

Prereq.: Mgt. 150.
A behavioral approach to marketing and consumer behavior. The individual as a psychological entity is the unit of study. Discussion of the following areas as they pertain to consumer behavior: cognition, learning, motivation and personality, attitudes and attitude change, group memberships and influences, social class and life style, and the impact of culture. Lecturers, cases, and field trips.

Mgt. 154-2 Monetary Management 4 sem. hrs.

Prereq.: Mgt. 120.
Theories and applications of investment alternatives, such as real estate, mutual funds, insurance, estate planning. Risks, estimation of expected returns, and the multi-dimensions of money management. Models of programs designed by students to meet goals based on individual characteristics and capabilities. *Parente.*

Mgt. 156-1, 2 Personnel Administration 4 sem. hrs.

Prereq.: Mgt. 127 or 128.

Dynamics of personnel management to include such areas as line and staff relationships, management by objectives, sensitivity training, procurement and development, salary administration, and individual motivation and goals. Analysis of current practices and major problems of personnel administration through the use of cases, role playing, and guest lecturers. *Warren.*

Mgt. 157-2 Labor Relations 4 sem. hrs.

Prereq.: Mgt. 127 or 128.

Concentration primarily on the difficulties that arise in the administration of the collective bargaining relationship. The history and important characteristics of the American labor movement; special problems concerned with management of labor relations under a collective bargaining agreement. Examination of the relationship between union-management relations and public policy. These areas will be examined through the use of cases, role playing, guest lecturers, and field trips. *Warren.*

Mgt. 158-2 Stock Market Investments 4 sem. hrs.

Prereq.: Mgt. 120.

Financial and economic implications of security market functions and operations. Appraisal and analysis of securities and investment media. Investment standards, risks, and portfolio objectives. Independent reading and research. Student committees manage actual stock portfolio with member brokerage firm. *Parente.*

Mgt. 159-1 Managerial Finance 4 sem. hrs.

Prereq.: Mgt. 120, 125.

Relevant theories of financing business organizations are reported through case study problems combining the theoretical and environmental frames of reference. Financial and economic alternatives considered in the determination of policy and related resources desirable for obtaining, managing, and using capital funds for optimum results.

Mgt. 161-2 International Marketing 4 sem. hrs.

Prereq.: Mgt. 150.

A study of marketing from a multi-national point of view as opposed to the traditional definition of marketing as it is practiced in the United States. The consequences of changing from a national to international marketing orientation, involving all aspects of the marketing philosophy and mix, are studied in depth. Each student will also become involved in an in-depth study of the market characteristics of a country of her choice.

Mgt. 163-2 Marketing Research 4 sem. hrs.

Prereq.: Mgt. 150.

The concepts and applications of marketing research are introduced through the marketing management approach. The course emphasizes basic methodology and the special techniques used in research procedures and their application to marketing, advertising and sales, questionnaire design, and product and survey techniques. Lectures, cases, field trips, and a project.

Mgt. 250-1, 2 Independent Study 4 sem. hrs.

A student may do independent study under the supervision of a member of the Department. Subject, form of report, etc., will be arranged with the supervising faculty member.

Mgt. 270-1, 2 Internship 8 sem. hrs.

Prereq.: student must be in her senior year.

A one-semester internship program providing off-campus field experiences for students preparing for careers in management or finance. The experience may be in one of many different kinds of organizations, i.e., hospital, social agency, bank, store, government agency, or business firm. The assignment will be closely related to the student's needs and professional goals and will be planned with the instructor. The student will spend approximately 25 hours a week on field work and concurrently take two courses at Simmons or another accredited college or work full-time for 16 semester hours credit. Applications must be filed before March 1 for the fall semester, and before October 1 for the spring semester. *Baldwin.*

Mgt. 290-1, 2 Advanced Management Seminar 4 sem. hrs.

Prereq.: Mgt. 120, 127, 128 or the core for the finance concentration or consent of the instructor. Senior standing. Senior integrative seminar using case approach. Cases, presented by businessmen, are built upon actual situations in diverse types of organizations. Cases are selected to cover many areas of management and require knowledge of the analytical, behavioral, and the conceptual areas of management. Free interchange of ideas between students and businessmen. *Baldwin.*

Post-Baccalaureate Programs Leading to a Diploma

The Department offers a one-year program for graduates of approved colleges whose undergraduate programs have been largely non-professional. The program permits concentrated study in management, retailing, or finance, and leads to the Diploma in Management. A total of 32 semester hours of work is required, of which 24 semester hours must be taken in the field of concentration. The program of each student is planned in consultation with the Chairman of the Department, and may include any courses for which prerequisites are satisfied. A typical program for a student concentrating in management, for example, might include such courses as the following:

Mgt. 120	Financial Accounting
Mgt. 127	Dynamics of Management
Mgt. 128	Business and Its Environment
Mgt. 138	The Law and Society
Mgt. 147	Organizational Behavior
Mgt. 156	Personnel Administration
Mgt. 290	Management Seminar
Electives	4 semester hours

The flexibility of the program permits the selection of courses to meet varying objectives of individual students.

A student who wishes to concentrate in retailing or finance may select, in consultation with the Chairman, specialized courses in these fields. Such programs would include most of the courses required of undergraduates.

Faculty

Milton L. Shuch, Ph.D. *Associate Professor of Retailing and Chairman of the Department of Management*
Woodrow W. Baldwin, Ed.D. *Professor of Management*
Leo John Parente, Ph.D. *Professor of Accounting and Finance*

Margaret Hennig, D.B.A. *Professor of Management*
Anne Jardim, D.B.A. *Professor of Management*
Gerrold P. Katz, Ph.D. *Associate Professor of Management*
Bruce W. Warren, M.B.A., J.D. *Associate Professor of Management*
Laurence M. Onie, M.S.W., M.P.A. *Assistant Professor of Management*

Mary Beth Howe, B.A. *Assistant to the Chairman and Secretary for the Department*

Associates, 1978-79

David L. Barret *Associate in Management*
Area Coordinator and Political Lobbyist, Teamsters Joint Council-New England

Richard S. Blue, B.A. *Associate in Management*
Director of Personnel and Community Relations, University of Mass. Medical Center

Robert Browning, B.A. *Associate in Management*
Mediator, Mass. Board of Conciliation and Arbitration

Alexandra D. Dawson, J.D. *Associate in Management*
Attorney, Metropolitan Area Planning Council, Boston

Amy L. Domini, B.A. *Associate in Finance*
Registered Representative, Tucker, Anthony & R. L. Day

Thomas Gaffney, B.A. *Associate in Finance*
Registered Representative, Dean Witter & Reynolds, Inc.

Robert F. Giroux, B.S. *Associate in Management*
Employee Relations Director, N.E. Deaconess Hospital

Barry Greiff, M.D. *Associate in Management*
Professor, Harvard Business School

J. Gregory Griffin, J.D. *Associate in Management*
Attorney, Ferraro & Walsh

N. Sanford Hewey, J.D. *Associate in Management*
Attorney, Ferraro & Walsh

Howard A. Levine, B.S. *Associate in Management*
Vice President, Robsham Industries, Inc.

Charles Meyers, Ph.D. *Associate in Management*
Professor, M.I.T., Sloan School of Management, Chairman, Industrial Relations School, M.I.T.

Doris Pote, J.D. *Associate in Management*
Professor and Registrar, Suffolk University, Boston

Barcy H. Proctor, B.S. *Associate in Management*
Vice President, Personnel Administration, American Mutual Liability Insurance Company

Corey Surret, J.D. *Associate in Management*
Area Director, U.S. Department of Labor

William H. Walsh, J.D. *Associate in Management*
Attorney and Senior Partner, Ferraro & Walsh

William Willier, A.B., J.D. *Associate in Management*
Professor of Law, Boston College Law School

Gilbert Wolpe, M.B.A. *Associate in Management*
Credit Protection Specialist, Federal Reserve Bank of Boston

The Prince Program in Retail Management

The Prince Retailing Program is a program within the undergraduate curriculum. The program may be combined with any concentration offered by any department or with Management, with which retailing is associated.

Graduates of the Prince Retailing Program are prepared for employment in general business management and retailing careers in particular.

Following the introductory course, Retail Management 120, students choosing the retailing specialization are expected to complete the entire program including the full semester internship in the senior year. All students enrolling in the Prince Program are encouraged to have a broad liberal arts background and must complete Economics 101 and Economics 102 as basic preparation for the program.

Program

Retailing Core

- Rm 120 Exploring the Retail Environment
- RM 130 Quantitative Data as Tools for Retail Decisions
- RM 140 Seminar in Retail Management
- RM 160 Retail Sales Management
- RM 270 Internship

Management Core

- Mgt. 120 Financial Accounting
- Mgt. 125 Managerial Accounting
- Mgt. 127 Dynamics of Management
- Mgt. 128 Business and Its Environment
- Mgt. 134 Communications in Management
- Mgt. 150 Marketing

Suggested Electives

- RM 150 Retailing Abroad
- RM 170 Dynamics of Fashion
- Mgt. 152 Advertising Policies and Methods
- Mgt. 156 Personnel Administration

Courses

RM 120-1 Exploring the Retail Environment 4 sem. hrs.

An introduction to the retailing organization. Application of concepts and theories of management and behavioral and organizational theory to key reference groups in retailing: consumers, salesforce, buyers, vendors, managers, and service units. Exploration of career patterns and the relevant educational and organizational preparation for management careers in retailing. Use of management cases and games, simulation techniques, and field study.

RM 130-2 Quantitative Data as Tools for Retail Decisions 4 sem. hrs.

Prereq.: RM 120 and junior standing.

The quantitative knowledge, skills, and tools to manage a retail business. This course integrates retail buying and retail merchandising into a single comprehensive unit, directing attention to the relationship of these areas to the retailing organization and to the development of techniques required to solve related problems.

RM 140-2 Seminar in Retail Management 4 sem. hrs.

Prereq.: RM 270 or consent of the instructor; senior standing.

The focus for this course will be on contemporary problems affecting the field of retailing. An integrative approach will be used by the student to analyze cases which are presented either by business people or as written studies typifying actual situations.

RM 150 Retailing Abroad (winter recess, conducted overseas) 4 sem. hrs.

An introduction to the methods and techniques employed by retailers in other countries compared with those used in the United States. Visits with prominent business people will be coupled with independent study to maximize the time spent in each city.

RM 160-2 Retail Sales Management 4 sem. hrs.

Prereq.: RM 120 and junior standing.

A managerial approach to an analysis of and a philosophy of retail selling. This course will examine point-of-sale customer motivation and the principles and methods used by management to train their personnel to maximize profits while providing for a high degree of consumer and employee satisfaction.

RM 170 Dynamics of Fashion 4 or 8 sem. hrs.

This course will be offered as four two semester-hour units, each of which will consume half a semester. Students who select this course as an elective must complete any combination of two units to receive course credit.

Module A-1 Fashion Fundamentals

"Fashion Fundamentals" will explore past and current fashion trends in color and line, costume, fabric, wardrobe accessories, and home furnishings. The cyclical nature of fashion and the possibility for prediction of change in the field are emphasized.

Module B-1 Fabrics in Fashion

"Fabrics in Fashion" will analyze the reasons for use of the major and some of the minor fabrics used in clothing and in the home. Taking the fashion buyer's viewpoint, the course will examine the features of fabrics which make them suitable for each use and the benefits which customers may reasonably expect to derive.

Module C-2 Accessories in Fashion

"Accessories in Fashion" will examine the predominant accessories used for costume adornment. The place of current events and history in the design and popularity of this merchandise will be emphasized, with attention directed to quality and construction features.

Module D-2 Home Furnishings in Fashion

"Home Furnishings in Fashion" will have as its focus an analysis of merchandise purchased for the home. The student will be expected to recognize the standards expected by professional buyers in construction, quality, and selling features which generate customer satisfaction.

RM 260 Individual Study Credit to be arranged

RM 270-1 Internship 16 sem. hrs.

Prereq.: RM 120, 130, and 160; senior standing; permission of the program director.

A one-semester course providing off-campus, full-time field experiences for students preparing for careers in retailing. The training may be in one of many different retail firms or in organizations related to or servicing retailers. Positions are available in both the Boston and New York markets.

Faculty

Milton L. Shuch, Ph.D. Associate Professor of Retailing and Director of the Prince Retailing Program

Advisory Committee, 1978-79

Angel Algeri

Vice President, Marketing, Outlet Specialty Stores

Gilda Block

Vice President and Sales Promotion Director, Abraham & Straus

Virginia Caillouette

Vice President, Macy's Herald Square

William Chouinard

Executive Vice President, Greater Boston Chamber of Commerce

Dean Cushing

Executive Vice President, Massachusetts Merchants, Inc.

Grace Eastler

Vice President (Ret.), Gilchrist's

Karen Gillespie

Director, Institute of Retail Management, New York University

Carol Goldberg

President, The Manufacturing Company, The Stop & Shop Companies, Inc.

Betty Emhoff Green

President, Women's Market Merchandising Corp., Hart Schaffner & Marx

William Holmes

President, Simmons College

William Phipps

Executive Secretary, Retail Trade Board

Walter Salmon

Associate Dean, Harvard Business School

Richard Shapiro

Member of the Corporation, Simmons College

Milton Shuch

Director, Prince Retailing Program, Simmons College

Franklin Simon

President, Filene's

Associates, 1978-79

Ellen Buchbinder *Associate in Retail Management*
Merchandise Assistant, Zayre Corporation, Framingham

Sharon Lockwood *Associate in Retail Management*
Buyer, Home Furnishings, Filene's, Boston

Donald Martin *Associate in Retail Management*
Executive Training Department, Filene's, Boston

Pamela Shaw *Associate in Retail Management*
Special Lecturer, Textiles, Merchandising

Jaqueline Sullivan *Associate in Retail Management*
Director, Executive Recruitment and Development,
Filene's, Boston

Department of Mathematics

The increasing complexity and quantification of our society has made mathematics important to people trying to solve problems in such diverse fields as sociology, economics, physics, psychology, and biology. In addition, mathematics continues to appeal to many as an intellectual discipline, art form, or game.

The concentration in mathematics is designed to provide a strong background as well as to expose students to the major areas of mathematics. By her choice of electives, a student may prepare herself for graduate school or for a career in teaching, statistics, business or scientific programming, or operations research.

Furthermore, many opportunities exist for students who are interested in mathematics and other disciplines. Interdepartmental concentrations exist with the Biology, Chemistry, Economics, Education, Management, Nursing, Psychology, and Physics Departments. Other fields may also be combined fruitfully with mathematics. Students interested in joint concentrations should consult with the chairmen of the departments involved.

Concentration in Mathematics

Requirements

Mathematics 110, 111, 120, 121, 124, and 125 (all normally completed by the end of the sophomore year); Mathematics 130; 12 more semester hours from mathematics courses numbered in 130's and 140's; Mathematics 176. (Mathematics 176 is normally taken in the junior year, although students may take it earlier.) In addition, at least four semester hours of independent study must be completed in the Mathematics Department. The choice and timing of electives should be guided by the Department's *Handbook* and must be approved by the student's adviser. With the approval of the chair-

man, a mathematics course numbered 250, 260, or 290 may be used as one of the three elective courses. There is an honors program in mathematics.

Independent Study. Mathematics 143, 146, 177, and 290 require a large degree of independent work and may be used to fulfill the independent study requirement, as may Mathematics 250.

Double Degree Program in Engineering. In cooperation with Dartmouth College, Simmons offers a double degree program in Engineering. A student completing this program will earn a Bachelor of Science Degree from Simmons and a Bachelor of Engineering from Dartmouth. The program takes five years (the standard length of a B.E. program at Dartmouth) of which the first, second, and fourth years are at Simmons and the third and fifth years are at Dartmouth.

Interested students should contact Margaret Menzin in the Department of Mathematics or Edward Prenowitz in the Department of Physics before deciding on their Freshman courses. The usual program for the freshman year includes Mathematics 110, 111 (or 120, 121) and Physics 112, 113.

Courses

Mth. 101-1, 2 Introduction to Mathematics 4 sem. hrs.

Prereq.: recommendation of the Department.

Review of arithmetic including percents, proportion and geometric formulas. Equations; polynomials; rational expressions; problem solving. *Novak.*

Mth. 104-1, 2 Finite Mathematics 4 sem. hrs.

Prereq.: high school algebra.

The language of mathematics; set theory, logic, and functions. Also, topics from: vectors, matrices, combinatorics, and graph theory. Does not fulfill requirements of the mathematics concentration. *Members of the Department.*

Mth. 108-1, 2 Introductory Statistics 4 sem. hrs.

Prereq.: high school algebra.

Intended primarily for students in the biological, behavioral, or social sciences. Elementary principles of probability; binomial and normal distributions; sample statistics; estimation and testing of statistical hypotheses; nonparametric tests; linear regression and correlation. Does not count towards Departmental credit. *Members of the Department.*

Mth. 110-1 Calculus I 4 sem. hrs.

Prereq.: trigonometry and coordinate geometry or consent of the instructor.

Analytic geometry. Functions. Limits and continuity. Differential calculus. Applications to extrema, physical problems, etc. *Members of the Department.*

Mth. 111-2 Calculus II 4 sem. hrs.

Prereq.: Mth. 110 or equivalent.

Integral calculus and applications to area, volume, etc. Transcendental functions. Techniques of integration. Polar coordinates. Improper integrals. *Members of the Department.*

Mth. 120-1 Calculus III 4 sem. hrs.

Prereq.: Mth. 111 or equivalent.

Vectors in 3-dimensional space. Elementary analytic geometry of curves and surfaces in three dimensions. Partial derivatives. Double integrals. *Novak.*

Mth. 121-2 Calculus IV 4 sem. hrs.

Prereq.: Mth. 120.

Multiple integration. Line and surface integrals. Infinite series and Taylor's theorem. Ordinary differential equations. Fourier series. *Novak.*

Mth. 124-1 Linear Algebra 4 sem. hrs.

Prereq.: sophomore standing or consent of the instructor.

Real vector spaces. Linear transformations. Inner products. Matrix theory and determinants. Applications. Selected topics from complex vector spaces, dual spaces, differential operators, etc. *Menzin.*

Mth. 125-2 Algebraic Structures 4 sem. hrs.

Prereq.: Mth. 124.

Set theory and basic number systems. Groups, rings, integral domains, and fields. Prime decomposition of integers. Selected topics from field extensions, Sylow groups, and ring theory. *Menzin.*

Mth. 126-2 Differential Equations 4 sem. hrs.

Prereq.: Mth. 111.

The study of differential equations. Emphasis will be placed on applications as well as methods of solution and structure of solution spaces. Topics will include: solution and application of first and second order equations; existence theorems; linear equations; transforms; series solutions; application; difference equations. *Niehaus.*

Mth. 130-1 Introduction to Real Analysis - I 4 sem. hrs.

Prereq.: Mth. 121 and 124.

Preliminary discussion of set theory. The set of real numbers. Sequences and series. Elementary topology of the real line. Continuity of functions of a real variable. *Browder.*

Mth. 131-2 Introduction to Real Analysis - II 4 sem. hrs.

Prereq.: Mth. 130.

Continuity and differentiability of functions of a real variable. Spaces of continuous functions. Measure theory and introduction to Lebesgue integration. *Browder.*

Mth. 132-1 Topics in Geometry 4 sem. hrs.

Prereq.: Mth. 111 and 124.

Offered at Emmanuel College as Mth. 318.

A selection of topics from projective geometry, affine geometry, Euclidean and non-Euclidean geometries, inversive geometry. *Keezer.*

Mth. 138-1 Probability Theory 4 sem. hrs.

Prereq.: Mth. 121.

General probability distributions. Moments and moment generating functions. Transformation of variables. Addition and limit theorems. Stochastic processes. *Goldman.*

Mth. 139-2 Mathematical Statistics 4 sem. hrs.

Prereq.: Mth. 138.

Point and interval estimation. Principles of estimation. Tests of hypotheses. Neyman-Pearson theory. Likelihood ratio tests. Sequential tests. Non-parametric tests. Decision functions. Bayes solutions. *Goldman.*

[**Mth. 141-2 Complex Variables 4 sem. hrs.** Not offered in 1978-79.]

Prereq.: Mth. 130.

Complex number system. Analytic functions, differentiation and the Cauchy-Riemann equations. Complex integration, Taylor and Laurent series and residues. Conformal mapping. *Garberson.*

Mth. 143-2 Elementary Topology 4 sem. hrs.

Prereq.: Mth. 130.

Topological spaces. Connectedness and compactness. Limits and continuity. Separation and countability axioms. Metric spaces. Completeness. *Garberson.*

[**Mth. 146-1 Numerical Methods 4 sem. hrs.** Not offered in 1978-79.]

Prereq.: Mth. 121, 124, and 176.

Numerical solutions of polynomial equations. Differences and interpolation. Numerical differentiation and integration. Extensive programming.

Mth. 176-1 Introduction to Fortran IV Programming 4 sem. hrs.

Introduction to machine language and organization of digital computers. Assembly and compilation. Detailed description of Fortran IV, including use of conditional statements, logical and array variables, functions, and subroutines. Fortran exercises run in both batch and time-sharing modes. *Niehaus.*

Mth. 177-2 Systems Programming 4 sem. hrs.

Prereq.: Mth. 176.

Computer organization, modules, and architecture; programming systems including construction of assemblers, compilers, and operating systems with examples from OS360. Special topics such as computer graphics as time permits. Does not count toward mathematics concentration.

Mth. 179-2 Statistics in Research 4 sem. hrs.

Prereq.: Mth. 108 and junior standing or consent of the instructor.

A study of the major types of statistical data analysis in the context of quasi-experimental designs, observational studies, and sample surveys. Special emphasis will be placed on the relationship between the collection and analysis of data. Does not fulfill requirements of mathematics concentration.

Mth. 189-1 Mathematics of Decision-Making 4 sem. hrs.

Prereq.: sophomore standing or consent of the instructor.

Applications of statistics to managerial, behavior science, and social science problems. Bayesian statistics. Game theory. Introduction to linear programming. Extensive use of computer terminals to solve problems. Does not count toward mathematics concentration. *Goldman, Menzin.*

Mth. 250-1, 2 Independent Study in Mathematics
Members of the Department.

Mth. 260-1, 2 Directed Study in Mathematics
Members of the Department.

Mth. 290-1 Senior Seminar in Mathematics 4 sem. hrs.

Prereq.: recommendation of the Department.

An advanced topic in mathematics will be investigated by students, with emphasis on developing research skills. The topic will usually draw on more than one area of mathematics. *Members of the Department.*

Faculty

David S. Browder, Ph.D. Associate Professor of Mathematics and Chairman of the Department of Mathematics

Margaret Schoenberg Menzin, Ph.D. Associate Professor of Mathematics

*****Robert N. Goldman, Ph.D.** Associate Professor of Mathematics

John D. Garberson, Ph.D. Assistant Professor of Mathematics

Margaret Niehaus, M.A. Assistant Professor of Mathematics

W. David Novak, Ph.D. Assistant Professor of Mathematics

Maryann Fidler Secretary for the Department of Mathematics

***On sabbatical leave second semester 1978-79

Department of Nursing

Simmons College has been committed to the education of nurses since 1902. In 1915 a Department of Public Health Nursing was established and served as the forerunner for the School of Nursing of Simmons College in 1934.

The Department of Nursing believes that liberal education and nursing education are essential preparation for the professional nurse. A broad background in the arts and sciences with the concentration in nursing serves as a foundation for a variety of careers in professional nursing. Graduates of the program will be prepared to meet the primary, acute, and long-term health needs of clients in a variety of settings, as well as coordinate health services, deliver humanistic nursing care, and engage in health assessment and health maintenance. Graduates practice in community health agencies and programs, clinics, hospitals, and extended care facilities.

Graduates are awarded the bachelor of arts degree and may qualify for admission to graduate schools offering advanced degrees in nursing.

Graduates are eligible to write the licensing examination given by the Board of Registration in Nursing, Commonwealth of Massachusetts. Satisfactory scores on this examination entitle the applicant to practice as a registered nurse.

The program is accredited by the National League for Nursing. The Department is an agency member of the Council of Baccalaureate and Higher Degree Programs of the National League for Nursing.

Concentration in Nursing

Theoretical concepts related to the professional practice of nursing are developed through an understanding of the systems of the individual, family, group, and community. Nursing process provides the methodology for assessing the adaptive responses of clients, planning nursing interventions, and evaluating efforts to promote and maintain optimal levels of wellness and prevent illness.

Psycho-social concepts, health assessment skills, nutrition, pharmacology, growth and development and experiential group process are integrated content. The educational process exists to help the students become self-directed, creative, and socially responsive women.

Requirements

The student concentrating in nursing must fulfill the distribution and depth requirements of the College. It is advised that English and foreign language requirements be completed during the first and second years. Students interested in nursing are also advised to take the courses in chemistry and general biology in the freshman year. (See prerequisites.) Prior to the senior year each student is required to participate in a department approved experiential group.

The degree requirement of eight semester hours of independent learning opportunities is fulfilled through independent study components of the clinical courses in nursing and four semester hours in Integrative Seminar (Nur. 290). Students may elect

Independent Study (courses numbered 250) in nursing or another discipline appropriate to their academic program.

Courses in the nursing concentration are taken in the following sequence:

Nur. 280 Nursing of Families: Childbearing and Female Health

Nur. 282-284 Nursing of Children and Adults

Nur. 286-288 Nursing in the Community

The nature of the clinical facilities and resources available may make it necessary to limit the number of students in the nursing concentration. A student must obtain an acceptable level of academic work prior to entering the nursing concentration.

A student must maintain an acceptable level of clinical and academic performance to progress to the next nursing course. Professional behavior and health status also affect progression. Criteria regarding academic performance, professional behavior, and health status are available upon admission to the nursing concentration.

Students in the Department of Nursing should anticipate the following approximate expenses in addition to the basic fees: uniforms, \$150; transportation to clinical settings, \$250; professional liability insurance coverage, \$60; N.L.N. Achievement Tests, \$10.

Prerequisites

Prior to Nursing 280

Chm. 111 Introductory Chemistry: Inorganic and Physical

or

Chm. 113 Principles of Chemistry

and

Chm. 112 Introductory Chemistry: Organic

or

Chm. 114 Organic Chemistry of the Covalent Bond

Bio. 113 General Biology I

Bio. 115 General Biology II

Bio. 121 Microbiology

Bio. 122 Human Anatomy

Prior to or concurrent with Nursing 280

Bio. 134 Physiology

Prior to Nursing 282

Psy. 120 Introduction to Psychology

Psy. 135 Developmental Psychology

Prior to Nursing 286

Soc. 118 Introduction to Sociological Thought

Soc. 126 Sociology of Health

or

Eco. 144 Economics of Health Care

Courses

Nur. 280-2 Nursing of Families: Childbearing and Female Health: Nursing I 8 sem. hrs.

Prereq.: Bio. 113, 115; Chm. 111 or 113, Chm. 112 or 114, Bio. 121, 122, *Prereq. or concurrent:* Bio. 134.
A one-semester course introducing basic nursing skills and philosophy, concepts, and principles related to professional nursing. Students learn to cope with stress; to deal with changes in the health status of clients; to study family systems within their total environment; and to utilize the nursing process in providing health care to clients in selected clinical settings. *Members of the Department.*

Nur. 282-1 and Nur. 284-2 Nursing of Children and Adults: Nursing II and III 8 sem. hrs. each.

Prereq. to Nur. 282-1: Nur. 280, Psy. 120, Psy. 135.
Prereq. or concurrent to Nur. 282-1: Soc. 118.
Sequential courses integrating concepts relevant to the promotion of health, treatment of illness, and rehabilitation of children and adults in a variety of clinical settings. The student will study nursing care problems related to major pathophysiological conditions, assess the health needs of individuals, and arrive at appropriate nursing interventions. A portion of each course is devoted to independent study related to the course content.

Opportunities are provided to practice nursing care with increasing depth, complexity, and independence while demonstrating the concepts of family-centered care during the crisis of hospitalization. *Members of the Department.*

Nur. 286-1 and Nur. 288-2 Nursing in the Community: Nursing IV and V 8 sem. hrs. each.

Prereq. to Nur. 286: Nur. 284, Soc. 126, or Eco. 144.
Sequential courses integrating theoretical concepts relating to systems and the delivery of health care, epidemiology, crisis theory. Psychodynamic understanding of the more serious disturbances of personality functioning.

Nursing practice emphasizes working with individuals, families, and groups in primary care agencies such as the visiting nurses association, neighborhood health centers, and community mental health centers.

Critical assessment of community programs and methods of nursing interaction to meet the health needs of the people in the community is stressed. Students will be involved in a community study project and in a systematic study of a specific group of which they are a part. *Members of the Department.*

Nur. 250-1, 2 Independent Study 4-8 sem. hrs.

Prereq.: consent of the Department.
An individualized opportunity to study an issue or topic relevant to the theory and/or practice of nursing. Analytic approaches developed to enhance critical thinking. The processes of library research, clinical research or analysis of advanced clinical practice are utilized. *Members of the Department.*

Nur. 260-1, 2 Individual Study 4-8 sem. hrs.

Prereq.: consent of the Department.
An opportunity for an individual or group to explore an area of nursing theory and/or practice not duplicated in the existing curriculum. *Members of the Department.*

Nur. 290-1, 2 Integrative Seminar 4 sem. hrs.

Prereq.: Nur. 284 or consent of the instructor.
Opportunity to associate knowledge and principles from general education, nursing education, and nursing practice to current issues relevant to the group. Independence, self-direction, and understanding of group interaction in the teaching-learning process are stressed. *Members of the Department.*

Faculty

***Phyllis Parnes Moore, D.N.Sc. Associate Professor of Nursing and Chairman of the Department of Nursing
Alice Marie Hosack, M.A., D.S. in Hyg. Professor of Nursing and Director of Graduate Program
Ann Elizabeth Lord, M.S. Associate Professor of Nursing
Helen Chorak McLaughlin, M.S. Associate Professor of Nursing
*Lois Estelle Schoppee, M.S. in Ed. Associate Professor of Nursing
Maria N. Bueche, M.S. Assistant Professor of Nursing
Rosemary A. Czapinski, M.S. Assistant Professor of Nursing
Mary Bero Gardner, M.S. Assistant Professor of Nursing
Carol Ann Feltner, M.S.N. Adjunct Assistant Professor of Nursing and Clinical Nursing Coordinator, Graduate Program
Jane Dianne Gardner, M.S. Assistant Professor of Nursing
Celeste M. Hurley, M.S. Instructor in Nursing
Jane M. Krywinski, M.S. Instructor in Nursing
Richard Porter, M.D. Special Instructor in Physical Assessment
Susan Wainger, M.D. Special Instructor in Primary Health Care and Medical Coordinator, Graduate Program

Sharon S. Carino Secretary to the Department of Nursing
Avtar K. Khalsa Administrative Assistant for the Graduate Program in Primary Health Care Nursing
Barbara K. McKinley Secretary to the Department of Nursing

Adjunct Faculty

Lawrence N. Bailis, Ph.D. Special Lecturer in Research Methods and Evaluation
Frances K. L. Bushnell, M.P.H., M.S.N. Special Lecturer in Primary Health Care Nursing
Robert N. Goldman, Ph.D. Assistant Professor of Mathematics and Statistics
Martha J. Kleinerman, M.S. Special Instructor in Primary Health Care Nursing
Arno A. Schoeneberger, M.D. Special Lecturer in Physiology and Research, Fellow in Cardiology, Harvard School of Public Health and Peter Bent Brigham Hospital
Richard L. Verrier, Ph.D. Assistant Professor of Physiology, Department of Nutrition, Harvard School of Public Health

Associates, 1978-79

Doris Bloom, B.A. Associate in Nursing
Peter Bent Brigham Hospital

Joyce C. Clifford, M.S.N. Associate in Nursing
Peter Bent Brigham Hospital

P. O'Dea Culhane, M.S.N. Associate in Nursing
Peter Bent Brigham Hospital

John E. Cupples, M.T.S. Associate in Nursing
Affiliated Hospitals Center

Margaret Devine, R.N. Associate in Nursing
Robert Breck Brigham Hospital

JoAnn Dillman, M.S.N. Associate in Nursing
Brookside Family Life Center

Philip E. DiMattia, M.S. Associate in Nursing
Robert Breck Brigham Hospital

***On sabbatical leave second semester 1978-79

*On sabbatical leave entire year 1978-79

Karen Arntz Dumbaugh, D.Sc. *Associate in Nursing*
Harvard School of Public Health

Patricia A. Fitzpatrick, B.S. *Associate in Nursing*
Martha Eliot Health Center

Rebecca Furic, M.H.S.A. *Associate in Nursing*
Southern Jamaica Plain Health Center

Joan Goldsberry, R.N., M.S. *Associate in Nursing*
Visiting Nurse Association of Boston

Ann Keith, M.P.H. *Associate in Nursing*
Brookside Family Life Center

Sandra Koerber, M.A. *Associate in Nursing*
Harvard Community Health Plan

Arlene Lowenstein, M.A. *Associate in Nursing*
Peter Bent Brigham Hospital

Patricia McGrath, M.S.N. *Associate in Nursing*
Peter Bent Brigham Hospital

Marion Metcalf, M.S. *Associate in Nursing*
Peter Bent Brigham Hospital

Helen Morley, R.N., M.S. *Associate in Nursing*
East Boston-Winthrop Mental Health Clinic

H. Richard Nesson, M.D. *Associate in Nursing*
Peter Bent Brigham Hospital and Harvard School of
Public Health

Lorraine Ryan, B.S. *Associate in Nursing*
Southern Jamaica Plain Health Center

Marie E. Snyder, R.N., M.S. *Associate in Nursing*
North End Community Health Center

Elaine Wilson *Associate in Nursing*
North End Community Health Center

Department of Nutrition

The Department of Nutrition offers undergraduate concentrations in preparation for a variety of positions open to the college graduate in the fields of food and nutrition, and in dietetics, or for graduate work in these areas. In addition, the Department provides an opportunity for any student in the College to explore those contemporary issues in nutrition which affect the quality of life for herself and for her community.

Career opportunities for departmental concentrators are many and varied. Dietitians today practice in primary prevention programs and in acute and long-term health care facilities. Hence, the department provides undergraduate dietetic specialization in both community nutrition and clinical dietetics. Graduates prepared in the field of food and nutrition may pursue careers in research, education,

marketing and other broad-based areas. Students may wish, in pursuit of their career goals, to combine concentrations in marketing, communications, education, biology, chemistry and psychology in preparation for careers in food and nutrition. For some careers, such as dietetics and nutrition research, graduate study is required beyond the baccalaureate degree.

Departmental and professional course requirements are described below. Students are advised to include a selection of courses from the humanities, social and natural sciences in their educational plan as well. Students interested in research careers in nutrition and food science should plan to take additional courses in science and mathematics. See Department Chairman for suggestions.

Concentration in Foods and Nutrition

Requirements

Students interested in a concentration in Foods and Nutrition should plan the following course sequence from the Departmental offerings:

- | | |
|----------|--------------------------------|
| Ntr. 101 | Foods |
| Ntr. 102 | Advanced Foods |
| or | |
| Ntr. 104 | Food Science |
| Ntr. 111 | Ecology of Food and Nutrition |
| Ntr. 113 | Nutrient Metabolism |
| Ntr. 114 | Nutrition through the Lifespan |
| Ntr. 116 | Research Methods in Nutrition |

Prerequisites

- | | |
|----------|--|
| Chm. 111 | Introductory Chemistry: Inorganic and Physical |
| or | |
| Chm. 113 | Principles of Chemistry |
| Chm. 112 | Introductory Chemistry: Organic |
| Chm. 123 | Introductory Chemistry: Biological |
| Bio. 113 | General Biology I |
| Bio. 115 | General Biology II |
| Bio. 121 | Microbiology |
| Bio. 122 | Human Anatomy |
| Bio. 134 | Physiology |
| Mth. 108 | Introductory Statistics |

Nutrition Education: For those students who wish to teach health and/or nutrition in public schools. In addition to those courses designated in the Concentration in Foods and Nutrition, education courses (including student teaching) are required. Teacher certification requirements in Massachusetts are met by successful completion of the program. For further information and suggested course sequence, consult the Department Chairman at the beginning of the freshman year.

Concentration in Dietetics

The departmental concentrations in clinical dietetics and community nutrition are programs which are approved by the American Dietetic Association under the title of Minimum Academic Requirements, Plan IV.

All students should plan the basic program outlined below and then choose one of the two areas of specialization offered by the Department. Each

of these programs must be followed by either an approved dietetic internship or traineeship, or graduate work at other institutions.

Course work for the basic program:

- Bio. 113 General Biology I
- Bio. 115 General Biology II
- Bio. 121 Microbiology
- Bio. 122 Human Anatomy
- Bio. 134 Physiology
- Chm. 111 Introductory Chemistry: Inorganic and Physical
- or
- Chm. 113 Principles of Chemistry
- Chm. 112 Introductory Chemistry: Organic
- Chm. 123 Introductory Chemistry: Biological
- Eco. 101 Principles of Economics—Macroeconomics
- or
- Eco. 102 Principles of Economics—Microeconomics
- Mgt. 127 Dynamics of Management
- or
- Mgt. 147 Organizational Behavior
- Mth. 101 Introduction to Mathematics
- or
- Mth. 104 Finite Mathematics
- or
- competency equal to intermediate algebra prior to college entrance
- Mth. 108 Introductory Statistics
- Ntr. 101 Foods
- Ntr. 102 Advanced Foods
- or
- Ntr. 104 Food Science
- Ntr. 111 Ecology of Food and Nutrition
- Ntr. 113 Nutrient Metabolism
- Ntr. 115 Medical Nutrition
- Psy. 120 Introduction to Psychology
- Soc. 118 Introduction to Sociological Thought
- or
- Edu. 137 Growth and Change in Individuals and Families

Course work for specialization in Clinical Dietetics:

- Ntr. 114 Nutrition through the Lifespan
- Ntr. 231 The Practice of Clinical Dietetics
- Ntr. 248 Foodservice Systems Management (strongly recommended)

Course work for specialization in Community Nutrition:

- Ntr. 114 Nutrition through the Lifespan (strongly recommended)
- Ntr. 237 The Practice of Community Nutrition
- Ntr. 238 Advanced Practice in Community Nutrition
- Ntr. 248 Foodservice Systems Management

Required Independent Study or Senior Seminar

The degree requirement of eight semester hours of independent study or senior seminar may be met by Ntr. 238, 250, 280 or any seminar offered by the Department. Please consult the Chairman for additional details. In addition, independent study, field work or an appropriate seminar in another department may be approved by the Department of Nutrition.

Courses

Ntr. 101-1, 2 Foods 4 sem. hrs.

Prereq. or concurrent: Ntr. 111; *it is recommended that students have an understanding of basic chemistry and biology.*

The application of scientific principles to food preparation and experimentation. For each food science principle covered in lecture and laboratory, emphasis will be placed on sanitary, nutritional and economic dimensions. In addition to basic principles, the course will include alternative protein sources, cultural foods and meal planning on a budget. Laboratory coat required. *Mendelson, Herbold.*

Ntr. 102-1 Advanced Foods 4 sem. hrs.

Prereq.: Ntr. 101.

Critical analysis of recent developments in food production, preservation and preparation, including economic, scientific, aesthetic and sociological implications. Laboratory emphasis on professional standards and procedures for evaluation of food products. Selected reading, independent project in area of specific interest. Laboratory coat required. *Herbold.*

Ntr. 104-2 Food Science 4 sem. hrs.

Prereq.: Ntr. 101, Ntr. 111, Chm. 112; *Mth. 108 recommended.*

The course will include the use of food theory and its application to the study of food science. The course will cover colloidal chemistry, the rheological properties of food and research design. Students will use subjective and objective measures to evaluate experimental results. Students are responsible for a seminar and an independent laboratory research project. Laboratory coat required. *Mendelson.*

Ntr. 105-2 Food Science and Technology 4 sem. hrs.

Prereq.: Ntr. 101, Ntr. 111, *or consent of the instructor.*

The importance of food science and technology to the nutritional value of foods. Emphasis will be placed on commercial operations of food preservation, processing, and packaging. The impact of government agencies in regulating food quality will be discussed. *Kreutler.*

Ntr. 110-1 Sociological Implications of Nutrition 4 sem. hrs.

This course is designed to acquaint students with the study of food behavior, particularly as reflected in the food patterns of various groups which have immigrated to Boston throughout the history of the city. Students will examine the food patterns of the Portuguese, Irish, Black, Italian, Chinese, Puerto Rican, Jewish and other groups from the perspective of their cultural, agricultural and historical origin. The course includes a survey of current food behaviors, field trips and group projects. *Herbold, Mendelson.*

Ntr. 111-1, 2 Ecology of Food and Nutrition 4 sem. hrs.

The fundamentals and recent developments in the science of nutrition as they relate to the needs of individuals and groups. Within an ecosystem framework, the course will consider food behavior as it relates to the maintenance of health. The relation of nutrition to major public health problems in the more developed and less developed nations will be considered. This course includes basic principles of biology and chemistry. (Extra review sessions are scheduled.) *Kreutler, Mendelson.*

Ntr. 113-1 Nutrient Metabolism 4 sem. hrs.

Prereq.: Bio. 134, Chm. 123, Ntr. 111, *or consent of the instructor.*

An in-depth consideration of the metabolic role of nutrients at the cellular level. Food sources, and national intake standards and allowances of nutrients are examined, along with the complete cycle of nutrient ingestion, absorption, utilization and excretion. Basic concepts in physiology and biochemistry are examined in terms of nutrient function. *Mason.*

Ntr. 114-2 Nutrition through the Lifespan 4 sem. hrs.

Prereq.: Ntr. 113 and at least one year of college behavioral science.

An in-depth examination of human nutrient requirements during each stage of the life cycle. Recent developments in nutrition research as they apply to each age group will be covered. The study of nutrition and food behavior is considered within a framework of biophysical and psychosocial development. *Mendelson.*

Ntr. 115-2 Medical Nutrition 4 sem. hrs.

Prereq.: Ntr. 113.

The study and evaluation of human nutritional needs in physiologic stress. Emphasis will be placed on the underlying pathophysiologic mechanisms of disease and the nutritional component of treatment. The continuity of nutritional care problems and the application of educational principles and practices related to changing patterns of food behavior will be considered. *Kreutler.*

Ntr. 116-2 Research Methods in Nutrition 4 sem. hrs.

Prereq.: Ntr. 113.

A laboratory course designed for the upperclassman interested in the research methodology underlying studies in both the science of nutrition and its application in the treatment of disease. Basic laboratory experiences will be planned in the assessment of nutrient status of humans. Labs will include a variety of methods useful in the analysis of human biologic materials. Problems of application of nutritional treatment will be examined in specialty units of local acute-care settings. Laboratory coat required. *Members of the Department.*

Ntr. 121-1, 2 Consumer Education 4 sem. hrs.

Exploring relevant problems of contemporary consumers including behavior, financial management, market selection, credit and legislative protection. Attention given to current problems in the field of nutrition such as nutrient labeling. *Bevacqua.*

Ntr. 231-2 The Practice of Clinical Dietetics 4 sem. hrs.

Prereq.: Ntr. 101, Ntr. 111; consent required.

An introductory course in the practice of clinical dietetics, including methods in patient interviewing and assessment of nutrient intake and food practices. By virtue of the clinical setting, emphasis is placed on maternal nutrition. Laboratory coat and name pin required. *Herbold, Mason.*

Ntr. 237-1 The Practice of Community Nutrition 4 sem. hrs.

Prereq.: Ntr. 101, Ntr. 111, Psy. 120; consent required.

Community nutrition is the practice of applied nutrition and nutrition education in both health and other settings. The focus of this course will be three-fold: 1. To expose the student to the tools used by the nutritionist in community settings and to identify the multiple determinants of food preferences and eating patterns. Emphasis will be placed on the principles of education which are basic to effective learning by the clients. 2. To examine community nutrition services from the standpoint of the place of nutrition in the health services delivery systems and in the educational systems. 3. To examine several programs aimed at nutrition-related health problems, food assistance and nutrition and health education. In small groups students will explore a particular problem in community nutrition. *Herbold.*

Ntr. 238-2 Advanced Practice in Community Nutrition 4 sem. hrs.

Prereq.: Ntr. 113, Ntr. 115 (or concurrent), Ntr. 237; consent required.

An advanced course in community nutrition theory and practice. Emphasis will be placed on evaluating the effectiveness of a variety of community nutrition programs, and increasing skills in the counseling of clients, families, other health professionals, and the public at large. The role of politics and federal legislation affecting food and nutrition programs will be examined. Each student will examine in depth a particular problem in community nutrition. *Herbold.*

Ntr. 248-1 Foodservice Systems Management 4 sem. hrs.

Prereq.: Ntr. 101, Eco. 101 or Eco. 102, Mgt. 127 or Mgt. 147, or consent of the instructor.

Enrollment: junior or senior standing.

Current practices related to the management of feeding individuals and groups on nutritionally sound and cost effective bases. Field work experience, project reports, and case study methods will be used to apply the principles involved in technical operations, personnel supervision, and consumer satisfaction. Emphasis will be placed on volume feeding programs in the community and their effectiveness as related to the maintenance of health. Laboratory coat required.

Ntr. 250-1, 2 Independent Study in Nutrition 4-8 sem. hrs.

Prereq.: consent of the Department.

Independent study in one of the areas of nutrition.

Members of the Department.

Ntr. 280-1, 2 Field Experience in Nutrition 4-8 sem. hrs.

Prereq.: consent of the Department.

Individual field experience in one of the areas of nutrition.

Members of the Department.

Ntr. 290-2 Seminar in Nutrition Literature 4 sem. hrs.

Prereq.: Mth. 108.

The seminar is devoted to the interpretation and evaluation of the research literature in nutrition and dietetics. The specific objectives for the student are to develop and/or increase the ability to evaluate and interpret research literature, to plan and lead an organized discussion on a specific topic related to the discipline, to participate in the presentation of other student discussions, and to add to the knowledge of the discipline. *Mason.*

Ntr. 292-2 Practicum in Nutrition Counseling: The

Nutritionist-Client Relationship (Seminar) 4 sem. hrs.

Prereq.: Ntr. 101, Ntr. 115 (or concurrent), Psy. 120, Psy. 140 (recommended); consent required.

This practicum emphasizes the development of the nutritionist-client relationship on a one-to-one basis. The focus throughout the practicum will be the integration of nutritional information with appropriate nutrition counseling. Through a series of nutrition counseling interviews with one or more clients the student will explore the extent to which her own assumptions and responses affect her perception and behavior toward the client. Through critical analysis of taped interviews the student will analyze and develop her own style of nutrition counseling. *Bevacqua.*

Ntr. 293-1 Seminar in Dietetic Practice Theory 4 sem. hrs.

Prereq.: Ntr. 231.

A senior seminar designed to engage the learner in a concerted effort to define, in current terms, the varied roles of the clinical dietitian. Issues in the scope of practice as well as the sites of practice will be explored as a means of developing a beginning theoretical base for successful practice. Emphasis will be placed on the understanding and interpretation of the literature in the discipline; other resources, available in the community at large, will be incorporated into the learning experience as the needs arise. *Mason.*

Ntr. 294-1 Selected Topics in Food and Nutrition (Seminar)
4 sem. hrs.

Prereq.: consent of the instructor.

An upper-division seminar which can be taken to satisfy the independent study requirement. Student presentations and participation in discussions on topics selected to provide perspective on the scientific and/or social aspects of food and nutrition. (Topic for 1978-79: The Historical Development of Nutritional Science—From Beriberi to BHT.
Prereq.: Ntr. 113. Kreutler.)

Faculty

Patricia A. Kreutler, Ph.D. Assistant Professor of Nutrition and Chairman of the Department of Nutrition
Marion Mason, Ph.D., R.D. Ruby Winslow Linn Professor of Nutrition

Katherine M. Bevacqua, M.S., M.Ed. Associate Professor of Family Economics

Nancie H. Herbold, M.S., R.D. Assistant Professor of Nutrition

Rena A. Mendelson, M.S. Assistant Professor of Nutrition
Patricia Granahan, M.S. Special Instructor in Nutrition Education

Coral Kenney O'Brien, B.S. Secretary for the Department of Nutrition

Department of Philosophy

The Philosophy Department offers both a concentration in philosophy, designed for the student who may wish to do graduate study, and an interdepartmental concentration for the student who may wish to relate her study of philosophy to concentrated work in a specialized subject area.

Either course of study should provide the student with critical understanding of ideas and methods of philosophical thinking and should prepare the way for graduate study not only in philosophy, but also, for example, in law, theology, public affairs, and education.

Concentration in Philosophy

The concentration in philosophy is composed of 28 semester hours of philosophy, including eight semester hours of independent study, distributed among four divisions:

- I. Introductory Courses
- II. Interdisciplinary Courses
- III. Historical Courses
- IV. Advanced Seminars and Independent Research

The independent study requirement can be met by Philosophy 250, 265, 290, or a combination of these.

The student will work out the best sequence of courses with her adviser. The interdepartmental concentration consists of 20 semester hours of courses and an approved concentration in another area.

Courses

Division I: Introductory Courses

Phil. 120-1, 2 Problems of Philosophy 4 sem. hrs.

Introduction to the perennial problems of philosophy; ethics, metaphysics, religion, theories of knowledge. *Elgin.*

Phil. 121-1, 2 Philosophy of Religion 4 sem. hrs.

Examination of the meaning, value, and presuppositions of religious belief, with special emphasis upon the Judaeo-Christian tradition. *Art.*

Phil. 122-2 Modern Logic 4 sem. hrs.

A general introduction to logic, emphasizing basic structures and practical applications of deductive and inductive inference. *Park.*

Division II: Interdisciplinary Courses

Prereq.: 4 sem. hrs. in philosophy or consent of the instructor.

Phil. 130-1 Ethics 4 sem. hrs.

An examination of the principles and presuppositions in making ethical choices and ethical judgments through some ethical theories, and of the relationships between ethical values and scientific and social issues. *Art.*

Phil. 330-2 Ethics of the Helping Professions 4 sem. hrs.

Prereq.: major in helping profession or two courses in philosophy or consent of the instructor.
Examination of basic value issues common to the helping professions, such as "can we do good for others without violating their rights?" Case studies will be used extensively. *Art.*

Phil. 132-2 Philosophy of Art 4 sem. hrs.

No prerequisite.

The concept of artwork as distinguished from mere objects. The nature of aesthetic experience as distinguished from other kinds of experience. The problem of evaluating artwork. And the function of art in the context of human life. *Park.*

Phil. 133-1 Oriental Philosophy 4 sem. hrs.

Emphasis on Hinduism and Taoism. Hinduism as a metaphysic or a religion. Buddhism (including Zen Buddhism) as a philosophy of life. Confucianism as a political philosophy or as an ethic. A Western perspective on these issues will be introduced. *Park.*

Phil. 134-2 Philosophy of Science 4 sem. hrs.

The nature and methodology of scientific investigation. The relationship between scientific theory and the objects it describes, and between scientific thought and philosophical thought. *Elgin.*

Phil. 136-1 Philosophy of Human Nature 4 sem. hrs.

Critical study of selected theories of man and his place in nature. Naturalism, Idealism, Existentialism. *Art.*

Phil. 137-2 Philosophy of Mind 4 sem. hrs.

What is mind? What is the relation between mind and body? Between mind and machines? The nature of freedom and responsibility will be discussed. *Elgin.*

Division III: History Courses

Phl. 140-1 History of Philosophy I 4 sem. hrs.

An historical introduction to philosophy. Plato and his precursors: Aristotle and his followers. *Elgin.*

[Phl. 141-2 History of Philosophy II 4 sem. hrs. Not offered in 1978-79.]

A new light on the Dark Ages. An examination of rationalism and mysticism, and of religious and scientific thought from Plotinus to Ockham.

Phl. 142-1 History of Philosophy III: Descartes to Kant 4 sem. hrs.

The rationalists and empiricists: the tradition they attack, the concepts they introduce, their critics. *Elgin.*

Phl. 143-2 History of Philosophy IV: Nineteenth Century Philosophy 4 sem. hrs.

Examination of some of the major themes of nineteenth-century philosophy: history, revolution, scientific knowledge, subjectivity. How each author provides a rational justification for an ideological stance. Hegel, Marx, Kierkegaard, Nietzsche, J. S. Mill. *Park.*

Phl. 145-1 Existentialism 4 sem. hrs.

Examination of the central themes of existentialism as a philosophy of human life through Kierkegaard, Nietzsche, and Sartre. *Park.*

Division IV: Advanced Seminars and Independent Study

Prereq.: consent of the instructor.

Phl. 152-2 Philosophy in Literature 4 sem. hrs.

Philosophical questions and answers through literary works. *Art.*

[Phl. 154-2 Metaphysics 4 sem. hrs. Not offered in 1978-79.]

Sustained study of various conceptions of the nature of reality. A search for what is really real and for criteria by which we can know it. The implications of holding specific views of reality.

[Phl. 156-1 Special Problems in the Philosophy of Religion 4 sem. hrs. Not offered in 1978-79.]

Prereq.: consent of the instructor.

Experiential knowledge of God: East and West.

[Phl. 158-1 Special Philosophical Studies: Philosophy of Language 4 sem. hrs. Not offered in 1978-79.]

Different theories of linguistic meaning (philosophical semantics) through an analysis of different functions or uses of language. Relationship between language and what it describes, between language and thinking (or consciousness) and between the language one uses and one's picture of the world and life. *Elgin.*

[Phl. 158-1 Special Philosophical Studies: Social and Political Philosophy 4 sem. hrs. Not offered in 1978-79.]

A study of Rawls's *A Theory of Justice* and its critics. *Elgin.*

Phl. 250-1, 2 Independent Study 4 sem. hrs.

Prereq.: consent of the instructor.

Sustained examination of a topic not covered in the regular course offerings. *Members of the Department.*

Phl. 265-0 Senior Thesis and Seminar 8 sem. hrs.

Prereq.: consent of the instructor.

Directed writing of a thesis and participation in a seminar which serves as a forum where students can present the ongoing results of their research to their fellow philosophy majors. *Members of the Department.*

Phl. 290-1, 2 Philosophy Seminar 4 sem. hrs.

Prereq.: consent of the instructor.

Semester-long examination of a philosophical problem by students in small student-led groups under the supervision of a member of the Philosophy Department.

Faculty

†**Carol Ochs, Ph.D.** *Professor of Philosophy and Chairman of the Department of Philosophy*

Ynhui Park, Ph.D. *Associate Professor of Philosophy and Acting Chairman of the Department of Philosophy*

Catherine Elgin, Ph.D. *Assistant Professor of Philosophy*

Brad Art, B.A. *Instructor in Philosophy*

Physical Education

Phys. Ed. 110-0 Physical Education for First-Year Students Non-credit

Participation in a double period a week of physical education is required of all first-year students. An adapted program to meet the needs of individuals with medical restrictions is arranged in cooperation with Health Services. For all students entering Simmons College in the Continuing Education Program and for other students transferring to Simmons College with 64 or more transfer credits, an automatic waiver of the first-year requirement in Physical Education will be applied.

A course in Fundamentals of Physical Education, Dance Fundamentals, Modern Dance, or Swimming is required for one period of the first semester. Fundamentals of Physical Education is designed to help each student understand and apply the basic principles of efficient movement, and to evaluate her own status with regard to posture, fitness, and motor skill. Dance Fundamentals and Modern Dance, either of which may be elected instead of Fundamentals of Physical Education, emphasize techniques for improving quality of movement in general through the medium of creative dance.

The remainder of the freshman requirement is fulfilled through courses which provide opportunities for each student to acquire or improve skill in activities of her choice which she can enjoy during and after college. The courses scheduled during the two semesters are dance (ballroom, modern dance, jazz, ballet, folk, and country), sports (badminton, basketball, bowling, fencing, golf, sailing, skating, cross-country skiing, swimming, tennis, volleyball), art of self defense, conditioning activities, yoga, figure and fitness workshops, jogging, and weight control.

Additional instructional classes in seasonal sports are offered during the fall and spring terms. Students may enroll in any of these classes in addition to the double period required in the regular program. *Olmstead, Berley, Staley.*

Physical Education for Upperclass Students

While there is no requirement in physical education beyond the first year, upperclass students may, within the limitations of available time and space, elect courses from the regular freshman program.

†On leave of absence entire year 1978-79

Faculty

Doris Emery Olmstead, Ed.M. *Associate Professor of Physical Education and Director of Physical Education*
Helaine Berley *Special Instructor in Dance*
Mary Staley, B.S. *Special Instructor in Physical Education*

Department of Physics

Physics probes the basic laws governing the physical universe, from the realm of the galaxies to the sub-atomic microcosm. Its fundamental principles apply to these worlds, and to chemical and biological systems as well. The sub-fields of physics (such as optics, electromagnetism, nuclear physics) provide an understanding of the phenomena of our physical environment, and underlie the common technology which increasingly forms part of that environment.

The physics curriculum is designed to give physics concentrators a strong preparation in the various sub-fields of physics, and to allow concentrators in other sciences to pursue the application of physical principles to their own fields of study. Physics concentrators prepare for careers in teaching or research; graduate study is required for college teaching and senior research positions.

The physics courses are divided into three levels: introductory (with course numbers in the 110's), intermediate (numbered in the 120's), and advanced (numbered in the 130's). Physics 110, 111, and 115 are designed as introductory courses for non-science students and for science students with little mathematical preparation. Also for non-science students are introductory courses in astronomy and geology. Physics 112, 113 is the beginning course for science concentrators. At a somewhat higher level and more mathematical than the other introductory courses, it is a prerequisite to the intermediate and advanced courses.

Mathematics 120 and Physics 112, 113 are prerequisite to most intermediate courses. Each advanced course extends the work of one of the intermediate courses, and is designed for the physics major or minor who wishes to pursue some subfield of physics in depth. The decision as to which intermediate and advanced courses are given each year is made in response to the needs of the students.

Concentration in Physics

The required courses are Mathematics 110, 111, and 120; Physics 112, 113; either Physics 125 or Mathematics 121; and six more semester courses in physics for a total of 12 semester courses in mathematics and physics. Of the total of 12 semester courses, one or two will be independent study in physics.

Interdepartmental Concentrations

Interdisciplinary programs are available for students who wish a career in a related field such as astronomy, mathematics, or chemistry. Such programs can be worked out in consultation with a Physics Department adviser. An example of a program that combines mathematics and physics is the following: Mathematics 110, 111, Calculus I, II; Physics 112, 113, Fundamentals of Physics; Mathematics 120, Calculus III; Mathematics 121, Calculus IV, or Physics 125, Calculus in the Physical Sciences; two intermediate physics courses (numbered in the 120's); two more math courses above Mathematics 111; and two more courses in physics and/or mathematics.

An example of a program that combines chemistry and physics is:

First year

Chm. 113 Principles of Chemistry
Chm. 114 Organic Chemistry I
Mth. 110 Calculus I
Mth. 111 Calculus II

Second year

Phy. 112, 113 Fundamentals of Physics
Chm. 125 Organic Chemistry II
Chm. 126 Analysis and Equilibrium
Mth. 120 Calculus III

Third year

Chm. 131 The Equilibrium State
Chm. 132 Structure and Change
Phy. 120 Waves and Optics
Phy. 121 Modern Physics

Fourth year

Chm. 144 Advanced Physical Chemistry
Phy. 123 Electricity and Magnetism
Phy. 131 Quantum Theory and Applications

Another example of a physics-related program is one leading to a career in astronomy. A good undergraduate preparation for astronomy is a physics or math-physics concentration plus a course in astronomy and a course in chemistry.

In cooperation with Dartmouth College, Simmons offers a double degree program in engineering, described on page 60.

Prerequisites. In order to concentrate in physics a student must complete Physics 112, 113 and Mathematics 110, 111 by the end of the second year and Mathematics 120 by the middle of the third year.

Courses

Astronomy

[Ast. 110-2 *Introduction to Astronomy* 4 sem. hrs. Offered in alternate years; not offered in 1978-79.]

The structure and evolution of the universe, the galaxies, the stars, and the solar system. Galaxy types, star types, stellar measurements, the physics of stars, and the mechanics of satellites. Field trips and laboratory.

Geology

[Geo. 110-1 Introduction to Geology 4 sem. hrs. Offered in alternate years; not offered in 1978-79.]

The structure, history, and development of the earth's crust, including such topics as weathering and erosion, volcanism, continental drift, and mountain building. The dating and mapping of past events. Field trips and laboratories.

Physics

Phy. 110-1, 111-2 Introductory Physics 4 or 8 sem. hrs.

Prereq.: secondary school algebra (Phy. 110 is prereq. to Phy. 111).

The fundamentals of physics for students with little mathematical preparation. Does not serve as a prerequisite for further work in physics. Topics will be drawn from mechanics, electricity and magnetism, waves and optics, and modern physics. Weekly laboratory.

Phy. 112-1, 113-2 Fundamentals of Physics 4 or 8 sem. hrs.

Prereq. or concurrent: Mth. 110, 111. Freshmen must obtain consent of the instructor.

(Phy. 112 is prereq. to Phy. 113.)

Concentration on the subjects of mechanics and electricity and magnetism, on the concepts of particle and field, motion, mass, force, energy, and momentum. Additional material drawn from kinetic theory, heat and thermodynamics, waves, and optics. The first course in physics for science majors. Weekly laboratory.

Phy. 115-1 Nuclear Energy 4 sem. hrs.

A critical consideration of the relative merits (including availability, cost, pollution, safety) of competing energy sources (fission, fusion, fossil fuel, hydroelectric, geothermal, solar) with emphasis on the physics of nuclear energy (atomic and nuclear structure, radioactivity, radiation detection, nuclear fission and fusion, nuclear reactors). Occasional laboratory.

Phy. 120 Waves and Optics 4 sem. hrs.

Prereq.: Phy. 113.

The properties of waves such as reflection, refraction, interference, diffraction, and polarization, with string, water, acoustic, and electromagnetic waves used as examples. Emphasis will be on light. Weekly laboratory.

Phy. 121 Modern Physics 4 sem. hrs.

Prereq.: Phy. 113, Mth. 120.

The wave and particle natures of light and matter, relativity, and introduction to quantum theory, and topics selected from atomic, nuclear, solid state, and statistical physics. Weekly laboratory.

Phy. 122 Mechanics 4 sem. hrs.

Prereq.: Phy. 113 or consent of the instructor. Prereq. or concurrent: Mth. 120.

The fundamental principles of Newtonian mechanics; the conservation laws; topics in the dynamics of a particle, including oscillations and central force motion; the dynamics of a system of particles. Occasional laboratory.

Phy. 123 Electricity and Magnetism 4 sem. hrs.

Prereq.: Phy. 113 and Mth. 120.

The basic laws and principles of electromagnetism. Electrostatics, steady currents, magnetic fields of electric currents, Faraday's law of induction, alternating current circuits, Maxwell's equations. Occasional laboratory.

Phy. 124 Thermodynamics and Statistical Physics 4 sem. hrs.

Prereq.: Phy. 113 and Mth. 120.

The statistical description of macroscopic systems; equilibrium and irreversibility; heat and temperature; and the first, second, and third laws of thermodynamics. Occasional laboratory.

Phy. 125 Calculus in the Physical Sciences 4 sem. hrs.

Prereq.: Phy. 112 and Mth. 120.

Topics in the calculus studied for their applications to physical systems, such as line and surface integrals, Stokes' and Green's Theorems, ordinary differential equations, and Fourier series.

Phy. 126 Electronics 4 sem. hrs.

An introduction to electronics and electronic devices, with topics suited to the previous knowledge and interests of the student. Topics include D.C. and A.C. circuits, transducers, diodes, transistors, operational amplifiers, waveform generators, digital circuits, microprocessors, and various instrumentation systems. Weekly laboratory.

Phy. 131 Quantum Theory and Applications 4 sem. hrs.

Prereq.: Phy. 121 and Mth. 121 or Phy. 125.

The basic concepts of non-relativistic quantum mechanics. Quantum states, measurement, and the uncertainty principle. State vectors and operators. Wave mechanics and matrix mechanics. Bound states and scattering problems. Applications to topics selected from atomic, molecular, and solid state physics.

Phy. 132 Advanced Mechanics 4 sem. hrs.

Prereq.: Phy. 122 and Mth. 121 or Phy. 125.

Topics chosen from rigid body motion, moving coordinate systems, Lagrange's equations, small oscillations, normal modes, continuous media, and relativistic mechanics.

Phy. 133 Advanced Electromagnetism 4 sem. hrs.

Prereq.: Phy. 123 and Mth. 121 or Phy. 125.

Maxwell's equations; electromagnetic waves; fields and potentials of a moving charge; radiating systems; electric and magnetic properties of matter; introduction to relativistic electrodynamics.

Phy. 135 Mathematical Methods of Physics 4 sem. hrs.

Prereq.: Phy. 113 and Mth. 121 or Phy. 125.

Topics used in advanced physics and chemistry courses, with applications emphasized. Typical subjects include vector analysis, the Sturm-Liouville problem, special functions, Fourier integrals, partial differential equations, calculus of variations, complex integration.

Phy. 250 Research in Physics 2-8 sem. hrs.

Open only upon invitation.

An investigation of some special topic involving a search of the literature; may involve some experimental work culminating in a thesis. *Members of the Department.*

Phy. 255 Independent Study in Physics 4 sem. hrs.

Members of the Department.

Phy. 260 Individual Study 4 sem. hrs.

Members of the Department.

Faculty

Edward Prenowitz, A.M. Associate Professor of Physics and Chairman of the Department of Physics

Robert Carey Vernon, Ph.D. Professor of Physics

Department of Psychology

Psychology offers the student an opportunity to explore a variety of issues involved in the study and understanding of human behavior and experience. These include man's physiological functioning, his prolonged period of emotional and intellectual development, his complex learning capacities and his embeddedness in a sociocultural surround. Since psychological approaches to the study of man are varied and diverse, the student will encounter a number of ways of viewing and analyzing behavior, each of which makes its particular contribution to the field. The challenge and interest of psychology lies in the opportunity it presents to the student to grow as a person who understands herself and others and to gain systematic knowledge of human behavior as a whole.

Concentrators in psychology may seek employment in a wide variety of positions after graduation. Possible positions include: test administrator, research worker, counselor, personnel interviewer, or case-aide. If appropriate courses are selected one may work testing children in a school system, work as a rehabilitation or psychiatric counselor, teach psychology in a secondary school or work in agencies of the state or federal government. Psychology graduates may work as researchers in areas such as physiological psychology, medicine, child development, business administration, survey research, clinical psychology, human factors.

Although such career opportunities are often available to A.B. graduates, the professional degree in most research and applied fields is the M.A. or Ph.D.

Combining a concentration in psychology with a concentration or sequence of courses in some other discipline may open the way to interesting careers. Among the fields which recent students have successfully combined with psychology are education, mathematics, biology, management, communications, philosophy, art and English. For specific sequences that integrate psychology with other fields for particular purposes a student should consult with the psychology chairman or adviser. An undergraduate psychology concentration may also be good preparation for graduate work in other areas which include: organizational behavior, social work, hospital administration, educational counseling and public health.

A program leading to the Master of Arts in Teaching, offered jointly with the Department of Education, is open to qualified concentrators interested in teaching psychology at the high school level.

Concentration in Psychology

Requirements

The relatively small required core of courses makes psychology an ideal concentration to combine in various ways with applied and related areas such as management, education, and biology, among others. The required courses are:

- Mth. 108 Introductory Statistics
- Psy. 120 Introduction to Psychology

- Psy. 131 Physiological Psychology
- Psy. 133 The Analysis of Behavior
- Psy. 352 History and Systems of Psychology

The Department also requires that each concentrator complete successfully 12 additional semester hours in psychology chosen with the advice of Department members to suit the particular career objectives of the student. Thus each concentrator in psychology must complete 28 semester hours of psychology, as well as four hours of statistics. In addition to these 32 semester hours, all concentrators must satisfy the College requirement of eight semester hours of independent study and normally at least four of these should be in psychology.

Prerequisites. Psychology 120, Introduction to Psychology, is a prerequisite for all other courses offered by the Department of Psychology.

Recommendations. Students considering a concentration in psychology are advised to take Psychology 120 and Mathematics 108 during their freshman year. The order in which these are taken is not important. Because some background in science is of significant value to anyone who plans a career in psychology, students are advised to consider at least one course in biology, chemistry, or physics.

The selection of electives to be taken in psychology and related fields may be tailored to meet a student's particular interest and career needs. The following illustrative patterns are presented:

1. In general, the Department encourages flexible and individualized course planning of electives both within and without psychology. Students should consult the chairman or their adviser to arrange programs that meet their particular needs.
2. A student planning a career in working with children such as early childhood education, counseling, child guidance, or research should take Psychology 135, Developmental Psychology I; Psychology 348, Cognitive and Language Development; Psychology 349, Social and Emotional Development; and Psychology 341, Principles of Psychological Measurement.
3. A student planning a career in a hospital setting or one where physiological research may be involved, should take Psychology 332, Current Issues and Techniques in Physiological Psychology; Psychology 347, Perception; and at least part of her depth requirement in biology and/or chemistry.
4. A student who is interested in a career in behavioral research, human engineering, or automated instruction and computer programming should combine the concentration in psychology with a depth in mathematics. She should take Psychology 338, Statistical Methods of Psychological Research, and at least two of the following: Psychology 334, Quantitative Analysis of Behavior; Psychology 345, Learning; Psychology 346, Psychology of Motivation, and Psychology 347, Per-

ception. Students are also encouraged to attain some competence in relevant areas of mathematics. The selection of courses in mathematics commensurate with the student's background and interests should be discussed with T. Carterette, Room S116, in the Department of Psychology.

Honors in Psychology. Candidates for honors in psychology are expected to fulfill the College requirements as designated on page 15.

In addition to the courses described in the concentration in psychology, the honors student must complete Psychology 265, Honors Program: Senior Thesis. This will also satisfy four semester hours of the independent study requirement.

Courses

Psy. 120-1, 2 Introduction to Psychology 4 sem. hrs.
Contemporary approaches to the scientific study of behavior and mental processes. Consideration of theories and findings on topics ranging from maturation and development to mental disorders and social psychology. *Members of the Department.*

Psy. 125-1, 2 The Female Experience: Prospectus for Identity 4 sem. hrs.
Prereq.: Psy. 120.

An exploration of the psychology of the female experience which will be considered from the psycho/biological, sociological, and contemporary points of view. The course will emphasize the development of the individual identity and will utilize the group dynamic approach. *Moore.*

Psy. 130-2 Introduction to Personality 4 sem. hrs.
Prereq.: Psy. 120.

A survey of personality theory, research, and methodology. Theorists such as Freud, Sullivan, Rogers, Kelly, and Maslow will be included. *Members of the Department.*

Psy. 131-1 Physiological Psychology 4 sem. hrs.
Prereq.: Psy. 120.

Consideration of the ways in which behavior and experience are related to physiological mechanisms, and may be modified through physiological means. Topics include basic neuroanatomy and neurophysiology, receptor and response systems, and the physiological bases of sleep and alertness, motivation, emotion, learning, and cognitive processes. *Thomas.*

Psy. 133-1 The Analysis of Behavior 4 sem. hrs.
Prereq.: Psy. 120 and Mth. 108.

Experimental methods used in the study of psychological processes that underlie animal and human behavior. Special attention is given to the principles of behavior modification and to theories of learning, memory, attention, and perception. *Carterette.*

Psy. 135-1, 2 Developmental Psychology 4 sem. hrs.
Prereq.: Psy. 120.

History of child psychology. Theoretical, experimental, and normative approaches to the understanding of development. Observation and interpretation of child behavior. Implications of current knowledge and theory for child rearing and education. *Grayson.*

Psy. 136-1, 2 Psychology of Adolescence 4 sem. hrs.
Prereq.: Psy. 120.

A systematic interpretation of adolescent development and behavior. Major theories compared and critically evaluated. Lectures, discussion sections, research projects. *Grayson.*

Psy. 137-1, 2 The Nature of Abnormal Behavior 4 sem. hrs.
Prereq.: Psy. 120.

Enrollment: limited to 45 students, normally only juniors and seniors.

Consideration of issues bearing on the understanding of deviant modes of psychological adaptation. Primary focus on appreciation of the continuity between "normal" and "abnormal" experience and ways of living. Lectures and discussion. *Members of the Department.*

Psy. 140-1 Social Psychology 4 sem. hrs.
Prereq.: Psy. 120.

Attitudes, beliefs, and values as they are influenced by the individual's social affiliations; the psychological analysis of group behavior; the dynamics of social interaction; and social conflict. Lecture and discussion. *Gentile.*

Psy. 245-2 Appetite 4 sem. hrs.
Prereq.: Psy. 120.

Study of the origins and characteristics of appetite and its relation to normal regulation of food consumption and body weight, to anorexia, and to obesity. Examination of the interaction between environmental cues, physiological systems, past experience, and cognitive states in determining food preferences and patterns of eating. *Thomas.*

Psy. 250-1, 2 Independent Study in Psychology 4 sem. hrs.
Prereq.: Psy. 120 and consent of the instructor.
Members of the Department.

Psy. 260-1, 2 Individual Study in Psychology 4 sem. hrs.
Prereq.: Psy. 120 and consent of the instructor.
Members of the Department.

Psy. 265-1, 2 Honors Program: Senior Thesis 4 sem. hrs.
Prereq.: Psy. 250, 260, 338 and consent of the Department.
For candidates for honors in psychology, includes a senior thesis and a comprehensive examination. *Members of the Department.*

Psy. 280-0 Field Work in a Psychological Setting 8 sem. hrs.
Prereq.: Psy. 120 and consent of the instructor.

Enrollment: senior standing.

The Department maintains special arrangements with host institutions whose staff members supervise qualified seniors in a variety of service and research settings. Activities include counseling, psychological testing, special education, interviewing, psychotherapy, and laboratory experimentation. *Carterette.*

Psy. 332-2 Current Issues and Techniques in Physiological Psychology 4 sem. hrs.

Prereq.: Psy. 131 and Mth. 108 or consent of the instructor.
Participation as a member of a small research team in all phases of a laboratory study of an area such as sleep or biofeedback, including the recording of biopotentials and the use of the on-line computer in data acquisition and analysis. Seminar discussion of evidence regarding related current issues in physiological psychology. *Thomas.*

Psy. 334-2 Quantitative Analysis of Behavior 4 sem. hrs.
Prereq.: Psy. 133.

Experimental methods used to investigate sensory discrimination, subjective scales, and memory processes, with special attention to the role of decision behavior. The application of computers in psychological research. *Carterette.*

Psy. 336-1 Seminar in the Psychology of the Disturbed Child and Adolescent 4 sem. hrs.
Prereq.: Psy. 135 or 136.

Consideration of the issues concerning disturbed children and adolescents and the causes of their behaviors. Discussion of theories, research and therapies related to these experiences. Lectures, discussion, and research projects. *Grayson.*

Psy. 338-2 Statistical Methods in Psychological Research 4 sem. hrs.

Prereq.: Mth. 108 and Psy. 120.

Discussion of the relationship between statistics and experimental methods, and the logic underlying analysis of variance designs. Applications to psychological data. *Carterette.*

Psy. 341-1 Principles of Psychological Tests and Measurement 4 sem. hrs.

Prereq.: Psy. 120 and Mth. 108.

The nature, uses, and limitations of the fundamental varieties of psychological measurement. Included are tests relevant to educational settings, personnel and management, with emphasis on the relevance of tests and assessment techniques. Practice in test construction and administration is included. *Gentile.*

Psy. 342-1 Seminar in Clinical Psychology 4 sem. hrs.

Prereq.: Psy. 137 and consent of the instructor.

Enrollment: limited to 15 students.

Introduction to the role of the clinician: diagnostic assessment, psychological treatment, and clinical research. Emphasis on the use of interviews and psychological tests in understanding psychopathology. Consideration of psychotherapy as a mode of treatment for disordered behavior. *Locicero.*

[Psy. 343-1 The Psychological and Sociocultural Aspects of Aging Not offered in 1978-79.]

Prereq.: Psy. 120.

An examination of how past experience, cultural values, and social roles may influence behavior in the latter half of the human cycle. Lectures, discussion, and research projects. *Grayson.*

Psy. 344-2 Seminar in Personality Theory 4 sem. hrs.

Prereq.: Psy. 120, normally Psy. 130, and consent of the instructor.

Enrollment: limited to 12 students. First preference to seniors. Consent required.

Intensive analysis of theoretical approaches to personality. Discussion, papers, and individual readings focus on the student's own intellectual development. *Castle.*

Psy. 345-1 Learning 4 sem. hrs.

Prereq.: Psy. 120.

Associationist and cognitive theories of learning and memory processes. Possible topics for student papers include behavior modification; the relation between culture and cognition; programmed or computer-based instruction; language acquisition and thinking; and the effect of aging on learning and memory. *Carterette.*

Psy. 346-2 Psychology of Motivation 4 sem. hrs.

Prereq.: Psy. 120. Normally open to juniors and seniors.

Analysis of the development of motivation from simple drives to complex social needs, including the nature of emotion, attitudes, and motives. Emphasis on current research in motivation and its theoretical implications, with particular attention to sex differences in motives and their expression.

Psy. 347-1 Perception 4 sem. hrs.

Prereq.: Psy. 120.

Consideration of the nature of conscious processes, the question of levels of consciousness, the bases of accurate perception, and factors contributing to perceptual distortion and disability. The relationship between the physical world, with which we must interact, and the perceptual world, to which we respond. *Thomas.*

Psy. 348-1 Cognitive and Language Development 4 sem. hrs.

Prereq.: Psy. 135.

Analysis of the effects of early experience on cognition, creativity, and language development, as well as the implications for child care personnel. Lectures, discussion groups, and research projects. *Grayson.*

Psy. 349-2 Social and Emotional Development 4 sem. hrs.

Prereq.: Psy. 135.

Socialization, moral development, aggression, dependency, peer interaction analyzed via cross-cultural studies, and the social class and ethnic influences on these developments. Lectures, discussion groups, and research projects. *Grayson.*

Psy. 352-1, 2 History and Systems of Psychology 4 sem. hrs.

Prereq.: Psy. 120 and at least two other psychology courses.

Enrollment: normally open to seniors only. Consent required.

An examination of classical theoretical positions in psychology, including the relationship between psychology and philosophy. Consideration of the history of psychology as a systematic discipline in the context of modern scientific and cultural developments. *Castle.*

Psy. 353-1 Individual Intelligence Testing 4 sem. hrs.

Prereq.: Psy. 341 and consent of the instructor.

Enrollment: limited.

A study of individual intelligence testing and methods and procedures of test administration and evaluation. Included: the actual administration of the Stanford-Binet, WAIS, WISC and WISC-R tests. A student who passes this course with a satisfactory record will be qualified as an individual administrator of these tests. *Couloupoulos.*

[Psy. 354-2 Selected Topics in Social Psychology 4 sem. hrs. Not offered in 1978-79.]

Prereq.: Psy. 140.

Enrollment: limited to 16 students.

Study in depth of certain problems or issues in social psychology. Topics to be considered in a given semester are determined in accordance with the background and interests of the students enrolled. Independent study of selected topics by individual students, with seminar discussion of student reports. *Gentile.*

Faculty

Diane T. Couloupoulos, Ph.D. Associate Professor of Psychology and Chairman of the Department of Psychology

Teresa Sosa Carterette, Ph.D. Professor of Psychology

Donald William Thomas, Ph.D. Professor of Psychology

Peter Watson Castle, Ph.D. Associate Professor of Psychology

Lillian M. Grayson, Ph.D. Associate Professor of Psychology

*****Barbara F. Gentile, Ph.D.** Associate Professor of Psychology

Helen B. Moore, M.S. Special Instructor in Psychology

Alice Locicero, Ph.D. Special Instructor in Psychology

Roberta Wayne Secretary for the Department of Psychology

Associates, 1978-79

Evelyn K. Clark, B.S. *Associate in Psychology*
The Children's Hospital Medical Center

Henry S. G. Cutter, Ph.D. *Associate in Psychology*
Veterans Administration Hospital, Brockton

James L. Fozard, Ph.D. *Associate in Psychology*
Veterans Administration Outpatient Clinic

David Goodenough, Ph.D. *Associate in Psychology*
Veterans Administration Hospital, Brockton

Suzanne Pratt, M.Ed. *Associate in Psychology*
Cambridge-Somerville Mental Health and Mental Retardation Program

Stanley P. Rosenzweig, Ph.D. *Associate in Psychology*
Day Treatment Center
Veterans Administration Hospital, Boston

Harold Wilson, Ph.D. *Associate in Psychology*
Veterans Administration Hospital, Boston

Department of Sociology

The sociology curriculum is designed to offer students a perspective on understanding human social existence and the consequences of social experiences. The Department welcomes the enrollment of all interested students in its courses, as the sociological mode of understanding may be valuable to both concentrators and non-concentrators in various ways.

Sociology offers one perspective which has value to students as they bring order to contemporary life by understanding the social patterns of the past and dimensions of the future. The richest of the sociological traditions are embodied in the curriculum. A concentration in sociology may serve as a preparation for graduate study in sociology or in anthropology or as a background for various careers.

Students planning careers in various fields will find sociological understanding complementary and enriching to their professional education in such areas as urban planning and research, communications media and journalism, law, and the human service professions. Students concentrating in another department who elect to take several sociology courses should consult with their departmental advisers and with the Sociology Department to develop a sequence of sociology courses relevant to their interests.

Concentration in Sociology

Requirements

The concentration in sociology is designed to permit each student to develop a combination of courses which derives its coherence from the topic or career area of interest to the student. The Department requires that each concentrator develop a focus for her program of study in consultation with Departmental members. Each new concentrator, therefore, is required to submit a statement of her focus of interest including a tentative plan of course study. This statement is discussed with the entire Department and reviewed periodically by the student's adviser. The intent of this process is not to evaluate students, but rather to allow each concentrator to identify her interests and the manner in which the Department can best facilitate her educational program.

Each concentrator is required to complete 32 semester hours in sociology, and eight semester hours in independent studies in sociology. The 32 semester hours are made up of Sociology 118, 150, 151, and either 119, 120, or 121; and three other sociology courses in a disciplinary or substantive area. These courses are selected jointly by the student and her adviser, with selection based on her special area of focus. Suggested areas are: Methods and Theories of Social Inquiry, Comparative Social Structures and Processes, Micro and Macro Processes (Small Group Behavior and Complex Organizations), Urban Processes and Issues, Issues in Contemporary American and Comparative Societies. Some students may select courses of relevance for the delivery of human services. Many of the courses in the Department provide field experiences which allow students to apply course material to a variety of social environments.

Required Core (20 Semester Hours)

Soc. 118-1, 2
Soc. 119-1 or Soc. 120-2 or Soc. 121-1
Soc. 150-1
Soc. 151-0

Any Three (12 Semester Hours)

Soc. 119 (if not taken in core)
Soc. 120 (if not taken in core)
Soc. 121 (if not taken in core)
Soc. 121-142 (any courses)
Soc. 260

Independent Study (8 Semester Hours)

Ordinarily all students will fulfill the independent study requirement in the senior year by taking Sociology 240, Senior Integrative Seminar, followed in the second semester by Sociology 250, Independent Study, or Sociology 280, Field Work in Sociology, which are based upon individual proposals that must be approved by the department.

Candidates for Sociology 270, Internship in Sociology, are required to submit a proposal to the Department at least three weeks prior to the preregistration period of the semester they wish to commence their project. Proposals must be approved by the Department. Interested students should consult with a faculty member to discuss their interests and the procedure for application.

Candidates for honors in sociology are expected to fulfill the College requirements as designated on page 15. In addition, honors candidates will ordinarily take Sociology 255-0, Senior Honors Thesis, and at least one course directly related to the thesis topic. Students interested in the honors program should consult with the Department as to their eligibility and the procedure for application. Applications are generally received in the spring semester of the junior year.

Interdepartmental Concentrations

The Department of Sociology, in keeping with the educational philosophy of the College, recognizes and encourages students to adopt interdepartmental concentrations. There are a number of programs and opportunities for interdepartmental concentrations at the College. Some are already structured; and others are easily developed to suit the educational needs of students. Students who have a particular interest in a topic may find an interdisciplinary approach best for a more meaningful and comprehensive understanding of that topic.

The interdepartmental concentrations that are already structured and which may relate to sociology are Communications and Secondary Education. Students who elect Communications or Secondary Education as a concentration may adopt sociology as the second academic concentration required by those departments.

Interdepartmental concentrations may also be developed for students in sociology with other liberal arts or professional fields such as Philosophy, Government, History, Economics, American Studies, Management, and Nutrition. Most of these Departments encourage interdepartmental concentrations with sociology and other fields.

Students may develop their interdepartmental programs in both the presently structured programs and the unstructured opportunities in the following ways:

1. Students may elect to undertake two full academic concentrations; or
2. Students may elect a concentration in one department together with a combination of courses in another department or departments fulfilling the distribution and depth principles as well as leading to the equivalent of an additional concentration.

Students interested in interdepartmental concentrations should discuss their plans with a member of the Department.

Courses

Soc. 118-1, 2 Introduction to Sociological Thought 4 sem. hrs.

An introduction to the emergence and development of sociological thought and analysis. The basic concepts and theoretical approaches of Sociology. The course will relate these concepts and approaches to selected social issues in American and other societies.

(Sociology 118 is a prerequisite for all courses offered in the department.)

Soc. 119-2 Comparative Industrial Societies 4 sem. hrs.

Introduction to the comparative study and analysis of social systems by examining the emergence and evolution of modern industrial societies and their social structures. Special focus on industrialism in Socialist and capitalist systems, work and leisure, and the impact of technological innovations upon life styles and social behavior. Selected case studies of industrial societies from the West, Eastern Europe and the Far East.

Soc. 120-1 Comparative Non-Industrial Societies 4 sem. hrs.

Introduction to the comparative study and analysis of social systems. Examination of the transformation from traditional to developing systems. Emergence of state systems in post-colonial period, nationalism and problems of bounding the new social systems, and theories of development. Course will study social systems and cultures in alternate areas of the world each year.

Soc. 121-1 Anthropology: Its Foci and Scope 4 sem. hrs.

Historical roots of anthropology and its relationship to colonialism; present definition of anthropology and its foci and scope; anthropological and sociological perspectives compared; evolution of the human species; culture prehistory. Emphasis upon anthropology and the study of contemporary societies with cross-cultural case studies.

Soc. 122-1 Womanhood: A Sociological Perspective (Seminar) 4 sem. hrs.

Prereq.: consent of the instructor.

A seminar which considers the life experiences of women of different races, classes, and cultural traditions. These experiences are used to test the validity of feminist theory. Consideration given to both intimate life experiences and the tradition of militant collective action.

Soc. 123-2 Sociology of Education 4 sem. hrs.

The contributions of sociological theories and research to an understanding of the structure and functions of educational systems in contemporary society. Topics will include such areas as education and social stratification, the student subculture, the school and classroom as a social system, and the functions of higher education in industrial societies.

Soc. 124-2 The Black Experience in America 4 sem. hrs.

A sociological examination of the dimensions and patterns of the Afro-American experience in historical and contemporary perspective.

Soc. 125-1 Race, Ethnicity and Minorities 4 sem. hrs.

Concepts of race, ethnicity and minorities defined. Theories of prejudice, discrimination and racism examined. Development of theoretical frameworks for understanding minority statuses and rights in modern, secular, and pluralistic societies within national and international dimensions. Case studies.

Soc. 126-1, 2 Sociology of Health 4 sem. hrs.

Comparative study of the influence of society on the emergence of systems of health care including the development of the health professions. Sociological examination of contemporary and ethical issues in health care delivery.

Soc. 128-2 Criminology 4 sem. hrs.

Prereq.: Soc. 118.

A critical examination of the types and patterns of behaviors that are socially defined as criminal. Focus will be placed upon major theories of criminal and deviant behavior; various cultural responses to crime; issues of treatment, punishment and rehabilitation.

Soc. 129-2 Small Group Behavior 4 sem. hrs.

Examination of various theories of small group behavior. The latter part of the course will focus on the observation and analysis of group process thus relating theoretical and observational components.

Soc. 130-1 Polity and Society 4 sem. hrs.

Types of polity and theories of power and authority. Ideologies and political parties; conflict resolution. Emergence of mass control, terror, violence, and institutionalized force in modern polities and societies. Freedom and control in modern polities. Case studies.

Soc. 133-2 Family and Society 4 sem. hrs.

Comparative study of the family. Consideration of the family as an institutional structure in relation to the larger society. Focus on changing structures and functions including changes from non-industrial to industrial societies.

Soc. 134-2 Sociology and Social Policy 4 sem. hrs.

Sociological study of the formulation of social policy and the contemporary uses of sociology in designing social policy.

Soc. 135-1 American Society 4 sem. hrs.

Ideological and structural foundations of American society. Ethnic, linguistic, sectarian and class subcultures and identities. Examination of major institutional structures and forms of social organization. American value-goals and group life-chances.

Soc. 137-1 Urban Sociology 4 sem. hrs.

Sociological contributions to understanding of the contemporary city and selected urban issues using Boston as an example. Focus also placed on the cross-cultural study of the development of urban communities, factors in city growth, and social ecology of the city. Field work placements in Boston.

Soc. 142-2 Complex Organizations 4 sem. hrs.

Complex organizations as major forms of social organization in contemporary society: problems and functions. Nature and types of complex organizations; connections between organizations and the larger social context. Internal structure of complex organizations such as peer groups, hierarchical relations, processes of communication, management, recruitment, and control. Complex organizations and their publics: an evaluation of social effectiveness and accountability.

Soc. 149-2 Seminar in Selected Topics in Sociology 4 sem. hrs.

Prereq.: consent of the instructor.

Each year the course will offer an intensive examination of a selected topic in sociology. The topic will be announced in advance of registration.

Soc. 150-1 Sociological Theory: Classical and Contemporary 4 sem. hrs.

The development of sociological theory as a response to the industrial and French Revolutions. The intellectual foundations of main theoretical schools of thought in sociology such as functionalism, social behaviorism, and conflict theory. Major theorists in each school: Durkheim, Weber, Marx, Merton, Parsons, Berger, Coser, etc. Theory and explanation. Uses of theory to understand and explain varieties of social behavior, issues, and social systems.

Soc. 151-0 Research Methods 4 sem. hrs.

Should be taken after, or concurrently with, Soc. 150.

The principle of sociological inquiry, the linkages between theory and methodology, statistical analysis in sociology, and the development of research skills. Students will design and conduct an empirical study.

Soc. 240-1 Senior Integrative Seminar 4 sem. hrs.

Integration and further development of a concentrator's understanding of the discipline of sociology. Major issues relevant to the potentials and limitations of the social sciences.

(Required for all concentrators who have not otherwise been approved by the department for Sociology 270 or 255. Students will ordinarily follow this seminar with Sociology 250 or 280 in the second semester.)

Soc. 250-1, 2 Independent Study in Sociology 4 sem. hrs.

Prereq.: consent of the Department.

Soc. 255-1, 2 Honors Thesis 8 sem. hrs.

Prereq.: consent of the Department.

Soc. 260-1, 2 Individual Study in Sociology 4 sem. hrs.

Prereq.: consent of the Department. (Does not fulfill College Independent Study requirement.)

Soc. 270-1, 2 Internship in Sociology 8-16 sem. hrs.

Prereq.: consent of the Department.

Soc. 280-1, 2 Fieldwork in Sociology 4 sem. hrs.

Prereq.: consent of the Department.

Faculty

Stephen D. London, Ph.D. Associate Professor of Sociology and Chairman of the Department of Sociology
Elaine Catherine Hagopian, Ph.D. Professor of Sociology
Margaret M. Plymire, Ph.D. Professor of Sociology
Rachel Forman, M.S. Instructor in Sociology

Ruth O. Hirsch, A.B. Secretary for the Departments of Economics, Government, History, and Sociology

Interdepartmental Concentrations

Afro-American Studies Program

The objectives of the Afro-American Studies Program are to infuse materials on the black experience into all relevant courses and programs in the Simmons College curriculum and to stimulate the continuing development of courses and research in which the primary focus is the black experience.

Of equal importance are its aims of increasing the awareness of all students in the black experience; encouraging students to pursue Afro-American studies in relation to a field of concentration; and providing all students with a basic sequence of courses which includes a common body of subject matter related to the black experience.

Individual Student Program Planning

Students interested in pursuing Afro-American studies may include courses in the black experience in their programs in the following ways:

1. elective courses
2. depth sequence (24 semester hours in Afro-American studies)
3. an interdisciplinary program according to the principles of the OPEN Program (see page 13)
4. a joint concentration with another academic department, i.e., history and sociology
5. other joint concentrations arranged on an individual basis.

Students will be expected to fulfill all requirements for the baccalaureate degree and to include in their programs a concentration in one of the disciplines or professional fields offered by the College.

All students will be expected to plan their programs in consultation with the Coordinator of Afro-American studies and their departmental or faculty adviser.

Each student wishing to include Afro-American studies in her program will normally be required to enroll in Afro-American Studies 110, 111, a two-semester basic survey of the history and issues of the black experience in Africa and the Americas (see course description following).

Afro-American Studies 110, 111 Introduction to Afro-American Studies 4 sem. hrs. each semester.

Designed to provide students with an interdisciplinary and integrative view of the black experience. Selected topics within the black experience, including African background, the European exploration and colonization of Africa and the New World, the black experience in the Americas (North and South), and its relationship to the rise of the Third World. Semesters may be taken independently of each other. *Members of the Faculty.*

Further courses on the black experience may be elected in relation to the student's field of concentration from the following course offerings:

- Education 314 The Teaching of Afro-American and Other Ethnic Groups
Sociology 124 The Black Experience in America
History 152 Race and Society

- History 159 Afro-American Political and Social Thought
History 176 Race and Society in Southern Africa
History 247 DuBois (Seminar)
History 295 Research Methods in Oral Evidence and Culture
Management 126 The Black Community and Organizational Design
Government 125 Politics of Education
Government 126 Black Political Theory in the Twentieth Century
Government 127 Racism and Reform
Government 130 Dependency and Underdevelopment
Government 134 Comparative Politics
Government 154 Problems in Urban Politics
English 176 Black Fiction in America
English 177 Modern American Black Poetry and Drama
English 377 Problems in the Contemporary Black Novel in America
Art 150 Art History from a Black Perspective
Music 131 The Aesthetics of Folk Music
Music 140 History of Afro-American Music
Psychology 125 The Female Experience: Prospectus for Identity

Afro-American Studies 270 Senior Experience: Seminar and Internship 8-16 sem. hrs.

A seminar in the issues of contemporary urban life: housing, education, and public services, the relation of suburban and urban population to public policy, and the role of political organization and process in the resolution of these issues. Each student will be provided with an internship in a legislative or administrative agency concerned with urban issues and their effect upon the lives of black Americans and the poor. Other options include an interdisciplinary seminar in Afro-American studies and independent study projects.

Lawrence E. Carter, Ph.D. *Acting Coordinator of Afro-American Studies*

American Studies

The American Studies Program provides the opportunity to study the history, the literature and fine arts, and the social, economic and political institutions of the United States in terms of their interrelationships. This interdepartmental program, like such concentrations as English and History, has a broadly cultural character; but in addition to constituting part of a liberal education, it provides a basis for graduate work, and can help to prepare students for such occupations as teaching, archival research, museum curatorship, and urban planning.

Requirements. 44 semester hours, distributed as follows: 12 from either Division A: History, or Division B: Literature, depending on the student's primary interest; 16, of which 8 should be from either Division A or Division B, depending on the student's secondary interest, and an additional 8 should be from Division C; 8 in *either* English (as distinguished from American) literature, for the student whose primary interest is literature, or in European, Asian or African history, for the student whose primary interest is history; 4 for American Studies 365: Problems in American History and Literature; and 4 for American Studies 250: Directed Study: Senior Project.

Note: A student pursuing an Honors program should substitute American Studies 255, Directed Study: Senior Honors Thesis (8 semester hours) for American Studies 250, Directed Study: Senior Project (4 semester hours).

A prerequisite for admission to either American Studies 250 or American Studies 255 is regular attendance at a non-credit American Studies Colloquium, which meets at two-week intervals during the spring semester. Before graduation, each student is expected to pass a one-hour oral exam on the topic of the project or thesis.

Division A: History

History 115	Colonial Boston, 1630-1776
History 140	History of American Civilization I
History 141	History of American Civilization II
History 143	United States Colonial History
History 151	American Constitutional History, 1789 to the Present
History 152	Race and Society
History 153	United States Foreign Policy from 1900
History 154	The Great Depression
History 155	Social Forces in American History
History 157	Women in American History
History 159	The Afro-American Experience from Colonial Times to the 1960's
History 160	American History Through Novels and Films
History 164	20th Century American Women
History 165	History of Feminist Thought
History 218	Historical Preservation (Seminar)
History 247	Du Bois (Seminar)
History 248	The Recent Past in America, 1945 to Present (Seminar)

Division B: Literature

American Studies 185	Introduction to American Studies I
American Studies 186	Introduction to American Studies II
English 161	Major American Writers, 1620-1865
English 162	Major American Writers, 1865-1900
English 163	American Literature and Thought at the Turn of the Twentieth Century
English 171	American Literature and Thought in the Twentieth Century
English 172	Modern American Fiction
English 174	American Poetry
English 176	Black Fiction in America
English 177	Modern American Black Poetry and Drama
English 187	The Conflict of Values in Twentieth-Century Literature
English 361	Classic American Writers
English 363	Melville
English 372	Special Topics in Modern Literature: The Other Self: Concept of the Hero in Modern American Fiction
English 374	The Dramatic Imagination in America
English 377	Problems in the Contemporary Black Novel in America
English 384	Literature and Society

Division C: Other Areas

Art 145	Art in the United States
Art 158	The Indian Arts of the Americas
Economics 141	Analysis of American Industry
Economics 144	Economics of Health Care
Economics 147	Women and the Economy
Economics 151	Urban Economics
Economics 186	United States Foreign Economic Policy
Education 131	The Family, Public Policy, and Social Agencies
Education 137	Growth and Change in Individuals and Families
Education 307	History of American Education
Education 309	Contemporary Issues in the American School and Society
Education 311	Education and Public Policy
Government 121	Government in the United States: The Federal System
Government 140	Public Administration
Government 148	Constitutional Law: The Modern Court
Government 149	American Foreign Policy
Government 154	Problems in Urban Politics
Government 160	The American Presidency (Seminar)
Music 131	Aesthetics of Folk Music
Music 140	History of Afro-American Music
Sociology 121	Anthropology: Its Foci and Scope
Sociology 124	The Black Experience in America
Sociology 133	Family and Society
Sociology 137	Urban Sociology
Spanish 335	Revolution in Latin America: Mexico and Cuba

Recommendation. Students concentrating in American Studies should acquire a competent reading knowledge of at least one foreign language.

Courses

Amer. St. 185-1, 186-2 Introduction to American Studies, I and II 4 or 8 sem. hrs.
Offered as a year course, or either half may be taken separately.

Amer. St. 185-1: Topic for 1978-79: Individualism and the Community
Introduces the interdisciplinary nature of American Studies while exploring the individual's relation to his or her community from 1620 to 1840. Lectures and readings in history and anthropology used to analyze historical and personal documents, novels, and American art. Topics include seventeenth-century religious heresy and witchcraft hysteria, eighteenth-century religious awakening and revolutionary fervor, and nineteenth-century slavery and the anti-slavery movement. *Crumpacker.*

Amer. St. 186-2: Part II, Individualism and the Community, 1840-1970
Continues introduction of American Studies with a greater emphasis on student projects. Examines nineteenth-century Utopian rebels, myths of success, immigrant communities, and class warfare. In the twentieth-century, attention to pacifism, hysterical responses to "outsiders" such as Emma Goldman, a community of workers in the thirties, and the "new left" movements of the sixties. *Crumpacker.*

Amer. St. 365-1 Problems in American History and Literature 4 sem. hrs.
Topic for 1978-79: The Cultural and Social History of Boston. Special attention to the Federalist period, including Bulfinch's architecture; abolitionists and transcendentalists; Frederick Law Olmsted and the Boston park system; Brahmins and immigrants; the Sacco-Vanzetti case; and the "Boston" writings of Henry James, Henry Adams, William Dean Howells, John P. Marquand, and John Updike. *Sterne.*

Amer. St. 250-1, 2 Directed Study: Senior Project 4 sem. hrs.
Members of the cooperating departments.

Amer. St. 255-0 Directed Study: Senior Honors Thesis 8 sem. hrs.
Members of the cooperating departments.

Richard C. Sterne, Ph.D. *Coordinator of the American Studies Program*

Women's Studies

The Women's Studies Program provides opportunities for the academic study of women and society. A wide range of courses in several departments has been identified, which deal wholly or in part with women's issues. The Program also sponsors lectures, symposia, art shows, films, small group meetings, and other activities. Simmons students, through a steering committee and a faculty adviser, operate the Women's Center and the activities which take place there.

Students may choose courses from the list below, or develop, through OPEN, a full concentration in the Women's Studies area. Those who wish to concentrate should consult the Coordinator of Women's Studies, Laurie Crumpacker, who will develop with the student a planned sequence of courses. This program is then submitted to the OPEN Coordinator for final approval.

Courses at Simmons College which deal wholly or in part with women's issues and concerns are:

- Economics 147 Women and the Economy
- English 193 Women in Literature
- English 196 Sex, Love, and Marriage in the Western World
- English 357 Masterworks of English Fiction: Virginia Woolf and the Bloomsbury Group
- Education 131 The Family, Public Policy, and Social Agencies
- Education 316 Sexism, Racism, and Problems of Multi-Ethnicity in Schools
- Government 147 Women and the Law
- History 119 The History of the Family
- History 155 Social Forces in American History
- History 157 Women in American History
- History 164 20th Century American Women
- History 165 History of Feminist Thought
- Management 137 Behavioral Implications for Women in Management
- Psychology 125 The Female Experience
- Psychology 136 The Psychology of Adolescence
- Psychology 346 The Psychology of Motivation
- Psychology 349 Social and Emotional Development
- Sociology 122 The Sociology of Women

Courses

Women's Studies 100-2 Issues in Women's Studies 4 sem. hrs.

This course examines the position of women in society and introduces an interdisciplinary approach to the study of women. Discussion of women's roles in fiction and poetry of writers like Tillie Olsen and Robin Morgan. Additional resources include articles, interviews, and guest speakers. Small groups to discuss current issues and students' special concerns. Provides information and methods which will be useful for women's courses in related disciplines. *Crumpacker.*

Women's Studies 250 Independent Study 4 sem. hrs.

Prereq.: consent of the instructor.

Several faculty members are prepared to supervise independent projects which students wish to undertake in the area of women's studies. Note: two independent studies meet the College's requirement of eight semester hours of independent study for concentrators.

Women's Studies 260 Individual Study 4 sem. hrs.

Prereq.: consent of the instructor.

Faculty are also ready to provide individually guided reading courses to students whose needs and interests are not met by courses in the current curriculum.

Women's Studies 270 Internship 8 sem. hrs.

There are a number of agencies in the Boston area whose work relates closely to women and women's issues in such fields as health care, education, the law, etc. Internship arrangements may be made with an appropriate agency by contacting the Coordinator. Such field opportunities may take advantage of a student's area of expertise as well as her awareness about women's concerns.

[Women's Studies 300-2 Mothers and Daughters (Seminar) 4 sem. hrs. Not offered in 1978-79.]

Prereq.: consent of the instructor.

This course provides a forum for advanced students in Women's Studies and related disciplines. The topic will change each year and sources will include fiction, poetry, sociological, and anthropological studies. Student projects on the semester's theme will provide additional focus for seminar meetings. *Crumpacker.*

Laurie Taylor Crumpacker, Ph.D. *Coordinator of the Women's Studies Program*

physicians, or in the health service departments of industry and educational institutions. By electing additional advanced science courses, a student may qualify as a research assistant in specialized fields of medical research or as a candidate for admission to graduate work in these specialized fields.

Requirements

Medical Technology 140	Clinical Chemistry
Medical Technology 141	Hematology and Immunohematology
Medical Technology 142	Pathogenic Microbiology and Parasitology
Medical Technology 143	Urinalysis
Medical Technology 144	Blood Banking
Medical Technology 244	Clinical Blood Banking
Medical Technology 250	Clinical Microbiology
Medical Technology 251	Clinical Hematology and Immunohematology
Medical Technology 252	Clinical Chemistry

Prerequisites. In order to qualify for the concentration in medical technology, students are required to complete during the first year Biology 113, Biology 115, Chemistry 111 or Chemistry 113, and Chemistry 114. A semester of Mathematics 110 must be completed before Chemistry 126. In the second year students must take Biology 121, Biology 125, Chemistry 125, and Chemistry 126. During the third year students must take Biology 122 and Biology 134. Biology 147 and one year of college physics are strongly recommended.

Courses

Classes in medical technology are held at Lynn Hospital and at the College and are not open to students in other programs of the College.

MT 140-1 Clinical Chemistry 4 sem. hrs.

Principles and methodologies of current clinical chemistry procedures involving body fluids and instrumentation used in the medical laboratory for the assessment of human physiological conditions.

MT 141-1 Hematology and Immunohematology 4 sem. hrs.

Principles and procedures of basic medical laboratory hematology and immunohematology including basic coagulation, hemopoiesis, morphology and physiology of blood cells, and bone marrow. Lectures are supplemented by clinical pathology conferences, discussions on current literature, and applied laboratory experiences.

MT 142-2 Pathogenic Microbiology and Parasitology 4 sem. hrs.

Methods, principles, and theories of basic medical laboratory sciences. Methods of identification and differentiation of normal and pathogenic body flora. Basics of virology, mycology, mycological infections, and parasitology.

MT 143-1 Urinalysis 2 sem. hrs.

Introduction to the physical, chemical, and structural properties of urine.

MT 144-1 Blood Banking 1 sem. hr.

Testing for antigens and antibodies of blood, cross matching, compatibility.

The Health Sciences

Concentration in Medical Technology*

This concentration leads to the baccalaureate degree and to the Diploma in Diagnostic Laboratory Science. The College is affiliated with the Lynn Hospital, and the courses in the concentration are given in the student's final year in the laboratories of the hospital by members of its staff and at the College by members of the faculty. If at any time a student's work, conduct, or health is unsatisfactory, she may be required to withdraw from the program. Admission to the final year of study in medical technology is dependent on the availability of hospital space; the Coordinator of Sciences and Health Professions will determine admission to the program when there is limited hospital space.

After graduation the student may be employed in the diagnostic laboratories of hospitals, clinics, or

**Students interested in this concentration should consult the Coordinator for Sciences and Health Professions for additional information.*

MT 244-2 Clinical Blood Banking 1 sem. hr.
Clinical experience in blood banking.

MT 250-2 Clinical Microbiology 4 sem. hrs.
Clinical experience in applied microbiology.

MT 251-2 Clinical Hematology and Immunohematology 6 sem. hrs.
Clinical experience in applied hematology and coagulation.

MT 252-1 Clinical Chemistry 6 sem. hrs.
Clinical practice in applied chemistry.

Faculty

Harry G. Olken, M.D. *Medical Director of the Program in Medical Technology*

Barbara E. Staples, B.S., MTASCP *Lecturer on Chemistry and Educational Director of the Program in Medical Technology*

Joan Brownell, B.S., MTASCP *Special Clinical Instructor in Chemistry*

Patricia Hurrey, B.S., MTASCP *Special Clinical Instructor in Microbiology*

Sharon Rondeau, B.S., S.B.B., MTASCP *Special Clinical Instructor in Blood Banking*

Francesca Toscani, B.S., MTASCP *Special Clinical Instructor in Hematology*

Concentration in Orthoptics

By vote of the Faculty in May of 1976, the concentration in orthoptics will be terminated with the students who entered in September, 1976, and who will be graduated in October, 1980.

The concentration in orthoptics prepares graduates to work with ophthalmologists in the diagnosis and treatment of defects and diseases of the eye using techniques which have increased in complexity within recent years. Such professionally trained assistants greatly aid those physicians who are specialists in the treatment of pathological conditions of the eye.

Requirements

Orthoptics 143 Physiological Optics
Orthoptics 147 Orthoptics

The courses in this concentration are taken during the fourth year at the Massachusetts Eye and Ear Infirmary, with which Simmons College is affiliated. Although the academic requirements are met at the end of the fourth academic year, an additional period of 12 months of internship is necessary before graduates qualify as candidates for the examination for certification of the American Orthoptic Council. Students begin their 24-month course at the Infirmary on June 1 following their junior year and complete their work on June 1 after the normal completion of the senior year. Degrees will be granted to graduates of this program in October following the completion of the internship at the Infirmary. Owing to the limitation of space at the Infirmary, not more than one student may be admitted to this program in a given year. If at any time a student's work, health, or conduct is unsatisfactory, she may be required to withdraw from the program.

Prerequisites. In order to qualify for the concentration in orthoptics, students are required to complete Biology 113, Biology 115, Chemistry 111 or Chemistry 113, Chemistry 112, Psychology 120, Psychology 135, Biology 122, Biology 121, and Biology 134. Students are strongly urged to elect Communications 148.

Courses

Classes in orthoptics are held at the Massachusetts Eye and Ear Infirmary and are not open to students in other programs of the College.

Ort. 143-0 Physiological Optics 5 sem. hrs.

Physical and physiological optics. Given to postgraduate students in ophthalmology. Work on the optical bench. Boeder.

Ort. 147-0 Orthoptics 27 sem. hrs.

Actual work with patients under the supervision of the orthoptist in charge of the clinic. Lectures on the anatomy, physiology, and motility of the eye, and on refraction and perimetry. Fricker, Pollen, Garcia, Lingeman, Magoon, Feldon, Stromberg.

Faculty

Stephen J. Fricker, M.D. *Medical Director of the Program in Orthoptics*

Ann Elizabeth Stromberg *Lecturer on Orthoptics and Educational Director of the Program in Orthoptics*

Paul Boeder, Ph.D. *Lecturer on Physiological Optics*

Abraham Pollen, M.D. *Lecturer on Ocular Motility*

George E. Garcia, M.D. *Lecturer on Refraction*

Byron Spencer Lingeman, M.D. *Lecturer on Perimetry*

Elbert Magoon, M.D. *Lecturer on the Physiology of the Eye*

Stephen Feldon, M.D. *Lecturer on the Anatomy of the Eye*

Concentration in Physical Therapy*

Physical therapy is a professional health science and service which uses physical techniques to help ill or disabled individuals regain health or ability to move and achieve independence in physical activities. Graduates of the Program in Physical Therapy receive a B.S. and a Certificate in Physical Therapy, which prepares them for the practice of physical therapy and qualifies them to take the examination for registration in all states. Career opportunities exist in hospitals, public health service, rehabilitation centers, military service and many other areas. Specialized areas of practice are also developing which require expertise in physical therapy. Graduate work may be pursued in physical therapy or related fields of medicine, anatomy, physiology, psychology, or education.

The program has been fully accredited by the Council of Medical Education of the American Medical Association in collaboration with the American Physical Therapy Association. Women veterans are encouraged to apply.

The program in physical therapy extends over a period of four and one half years. The requirements for the concentration are satisfied by the courses listed below for the final year and a half. The first three years are devoted to fulfilling the requirements in the necessary basic natural and social

**Students interested in this concentration should consult the Program Director for additional information.*

sciences, the distribution requirements, and electives. Although more than enough academic credits are accumulated to meet the minimum requirements for graduation in other programs, neither the degree nor the diploma is awarded unless all courses in the final year and a half have been completed with satisfactory grades.

The facilities in the affiliated hospitals are such that a limitation must be placed on the number of students admitted to the program in a given year. A candidate may be rejected by the Coordinator of Sciences and Health Professions when she applies for admission to the program, if, after medical consultation, she is judged for reasons of health or emotional stability to be unfit for this program. Further, if at any time a student's work, conduct, or health is unsatisfactory or if she fails to manifest those qualities judged to be essential in the practice of physical therapy, she may be required to withdraw from the program.

Throughout her four and one half years at Simmons, the student concentrating in physical therapy must meet certain personal, academic, and professional requirements. These requirements should be reviewed by the student periodically to insure that all appropriate steps are being taken toward her goal. The following stages should be noted.

Progress of each student through the Program is monitored by two committees. The Evaluation Committee is responsible for all students from the Freshman year until the end of the Junior year. The Promotions Committee oversees the progress of each student in the final three semesters of the Senior year or professional part of the curriculum, which runs from July to December of the next year. This latter committee will take appropriate action on those students whose clinical or academic work is rated as unsatisfactory. A brochure containing information on course performance and responsibilities of students and actions of both committees is made available to all students interested in, or a part of, the Program.

Requirements

Physical Therapy 130	Advanced Human Anatomy
Physical Therapy 131	Kinesiology
Physical Therapy 132	Psychological Aspects of Physical Illness and Disability
Physical Therapy 133	Orthopedics
Physical Therapy 134	Neurology
Physical Therapy 135	Medicine
Physical Therapy 136	Psychiatry
Physical Therapy 137	Pathology
Physical Therapy 138	Neuroanatomy and Neurophysiology
Physical Therapy 139	Physical Agents
Physical Therapy 140	Physical Therapy Procedures
Physical Therapy 141	Therapeutic Exercises
Physical Therapy 142	Physiology for Physical Therapy
Physical Therapy 143	Ethics and Administration
Physical Therapy 145	General Surgery
Physical Therapy 146	Developmental Seminar

Physical Therapy 147	Theory and Practice of Physical Therapy Rehabilitation
Physical Therapy 148	Introduction to the Allied Health Professions
Physical Therapy 149	Bronchopulmonary Disease and Care
Physical Therapy 250	Clinical Education

Prerequisites. In order to qualify for the concentration in physical therapy, students are required to complete during their first year Chemistry 111 or Chemistry 113, Chemistry 112; Biology 113 and Biology 115. In the second year students must take Biology 121, Physics 110, 111, Psychology 120, and Psychology 135. During the third year students must take Biology 122 and Biology 134.

In general, electives should be chosen outside the area of science, but in accordance with individual interests. A course in introductory statistics is recommended, but courses in literature, the arts, and the social sciences are also suggested.

Diploma Program in Physical Therapy

Properly qualified college graduates may be admitted to the final 18 months (July to December of the next year) of the undergraduate program in physical therapy, and are eligible for the Diploma in Physical Therapy upon the satisfactory completion of the program. Preference is given to applicants who offer eight semester hours each in general biology, physics, and chemistry, and four each in anatomy, microbiology, and physiology. Applicants should have completed 12 semester hours in the social sciences, including at least eight in psychology. Men can be accepted into this program.

Courses

Classes in physical therapy may be held in affiliating hospitals, and are not open to students in other programs of the College.

The following courses, given in the final year and a half, are designated by the numbers 1, 2, and 3 respectively, following the dashes, to correspond to the semesters in which courses are given. (The third semester begins in the summer and continues until the end of the program.) For example, 1, 2 following the dash indicates a course extending through the first and second semesters.

PT 130 (Summer) Advanced Human Anatomy 6 sem. hrs. Lecture, discussion, and cadaver dissection, with special emphasis on the skeletal and neuromuscular systems. *Thomson, Farady, and associates.*

PT 131-1 Kinesiology 2 sem. hrs. Application of the principles of physics and physiology to the evaluation of normal and abnormal motor activity. *Farady.*

PT 132-1 Psychological Aspects of Physical Illness and Disability 1 sem. hr. Psychology as applied to individual differences, development, growth and adjustment. Psycho-dynamic mechanisms with special reference to disease and trauma. *Koocher.*

PT 133-2 Orthopedics 2 sem. hrs. Nature, clinical course, and specific treatment of selected diseases and disabilities, primarily those affecting the skeletal and neuromuscular systems. *Trott and associates.*

PT 134-3 Neurology 1 sem. hr.

Neuroanatomy and neurophysiology of the central, peripheral, and autonomic nervous systems. Correlation with common disease and traumatic lesions, particularly those affecting motion and symptomatology and treatment. *Staff.*

PT 135-3 Medicine 1 sem. hr.

Illustrated lectures on general medicine with specific emphasis on those conditions in which physical therapeutic measures are effective. *Shonkoff, Rybak.*

PT 136-3 Psychiatry 1 sem. hr.

Classification of mental diseases with symptomatology, prognosis, and principles of treatment. Illustrative case histories. *Prager.*

PT 137-2 Pathology 2 sem. hrs.

Illustrated lectures concerning the nature and certain causes of disease, the reactions of the body to deleterious agents, and associated alterations in function. *Vawter and associates.*

PT 138-1 Neuroanatomy and Neuropathology 2 sem. hrs.

Lecture and discussion on the anatomy and pathology of the human Central Nervous System. Includes structure, function, and clinical significance of tracts, nuclei, and cortical areas. *Gilles and associates.*

PT 139-2 Physical Agents 2 sem. hrs.

Physical nature and physiological effects of radiant energy and various electrical currents of diagnostic and therapeutic value. Indications for use and techniques of application. Lecture, demonstration, and laboratory practice. *Widell.*

PT 140-1, 2 Physical Therapy Procedures 2 sem. hrs.

Principles, physiologic basis, and techniques of massage and postural drainage. Techniques of joint measurement, crutch activities, and orientation to nursing techniques with which physical therapists should be familiar. Application of procedures to specific disease entities with patient demonstration. *McCarthy and associates.*

PT 141-1, 2, 3 Therapeutic Exercise 8 sem. hrs.

Principles and theoretical consideration of exercise as a therapeutic agent. Foundations of motor developmental and motor learning are explored in relation to exercise. Neuromuscular maturation of the human is considered as a foundation for the neuro-physiological approaches to patient care, introduced in semester one and emphasized in semesters two and three. *Fetters, Farady, Ionta, Willson-Broyles, Cox, Kozlowski, and associates.*

PT 142-1 Physiology for Physical Therapy 2 sem. hrs.

Lecture and discussion of human physiology, including indications for, rationale of, and responses to various physical therapy treatment procedures. Emphasis on neuromuscular and cardiovascular physiology. *Watkins.*

PT 143-3 Ethics and Administration 1 sem. hr.

Principles of medical ethics and law for physical therapists, interprofessional relationships, administrative responsibilities. *McCarthy, Dobrowski.*

PT 145-2 General Surgery 1 sem. hr.

Lectures on the nature, clinical course, and specific treatment of patients requiring surgical intervention. Emphasis is on conditions affecting skeletal and neuromuscular systems. *Nealis.*

PT 146-2 Developmental Seminar 2 sem. hrs.

Discussions and laboratory sessions. Evaluating the motor, cognitive, and social abilities of children. Normal and abnormal human development, including developmental sequences from birth, and how environment and intrinsic factors interact in development. *Fetters.*

PT 147-3 Theory and Practice of Physical Therapy

Rehabilitation 2 sem. hrs.

Lecture, demonstration and practice in rehabilitation techniques and functional evaluation. Principles, theory, and use of equipment and appliances included. Principles and application of occupational therapy in physical dysfunction also included. *Cassella.*

PT 148-3 Introduction to Allied Health Professions 1 sem. hr.

Lecture and discussions. *McCarthy, Shea.*

PT 149-3 Bronchopulmonary Disease and Care 1 sem. hr.

Etiology, pathology, and clinical manifestations with emphasis on the principles and selection of physical therapy procedures. Management of acute and chronic patients discussed in relation to other disciplines. *McLaughlin.*

PT 250-2, 3 Clinical Education 8 sem. hrs.

Supervised experience in the practice of physical therapy in the departments of affiliating hospitals. *Staff.*

Faculty

Melvin Glimcher, M.D. Medical Director of the Program in Physical Therapy

Claire F. McCarthy, M.S. Assistant Professor in Physical Therapy and Educational Director of the Program in Physical Therapy

Linda Fetters, M.S. Assistant Professor in Physical Therapy

Jane Farady, M.S. Assistant Professor in Physical Therapy

Mary Watkins, M.S. Special Instructor in Physical Therapy

John E. Hall, M.D. Lecturer on Orthopedics

Arthur W. Trott, M.D. Lecturer on Orthopedics

Alan Prager, M.D. Lecturer on Psychiatry

Gordon F. Vawter, M.D. Lecturer on Pathology

Jack Shonkoff, M.D. Lecturer on Medicine

Sandra J. Thomson, M.D. Lecturer on Anatomy

Floyd H. Gilles, M.D. Lecturer on Anatomy

James Nealis, M.D. Lecturer on Neurology

Mary Ellen Rybak, M.D. Lecturer on Medicine

Gerald Koocher, Ph.D. Lecturer on Psychology

Marjorie K. Ionta, B.S. in Phys. Ed. Special Instructor in Physical Therapy

Sybil A. Moushegian, B.S. Special Instructor in Physical Therapy

Alice M. Shea, M.A. Special Instructor in Physical Therapy

Susan B. Perry, B.S. Special Instructor in Physical Therapy

Micheline Cassella, B.S. Special Instructor in Physical Therapy

Patricia A. Carvajal, B.S. Special Instructor in Physical Therapy

Marnee L. Willson-Broyles, B.S. Special Instructor in Physical Therapy

Joan K. Widell, B.A. Special Instructor in Physical Therapy

Priscilla Osborne, B.S. Special Instructor in Physical Therapy

James Cox, B.S. Special Instructor in Physical Therapy

Sharon Dabrowski, B.S. Special Instructor in Physical Therapy

Donna McLaughlin, B.S. Special Instructor in Physical Therapy

Elizabeth Kozlowski, M.D. Special Instructor in Physical Therapy

Double Degree Program in Chemistry and Pharmacy

Under the provisions of an interinstitutional agreement with the Massachusetts College of Pharmacy, Simmons College offers a 5½ year program leading to baccalaureate degrees in both Chemistry and Pharmacy.

The option may appeal to students who become interested in pharmacy subsequent to beginning

their undergraduate studies at Simmons, or to those who desire their initial college level work to be as broadly based as possible before entering a specific professional area.

Pharmacy is an integral part of the health care community and the health care industry. The B.S. degree in Pharmacy, followed by State licensing, leads to a variety of opportunities in community or hospital pharmacy, and in research, development, and marketing with pharmaceutical and cosmetic companies. The dual degrees in Chemistry and Pharmacy are especially good preparation for research, for graduate work in pharmacology, dentistry or medicine, and for science teaching.

The Massachusetts College of Pharmacy, located on the corner of Longwood Avenue and Palace Road, was organized as a private institution in 1823 for the purpose of educating men and women for careers in the profession of Pharmacy. The College awards the B.S., M.S., and Ph.D. in Pharmacy and the professional degree of Doctor of Pharmacy. It is accredited by the New England Association of Schools and Colleges and by the American Council on Pharmaceutical Education.

The curriculum for the double degree consists of three full years at Simmons, a fourth year which includes eight semester hours of independent study at Simmons with the remainder of the course work at MCP, and an additional year plus one quarter at MCP.

Students fulfill all of the degree requirements of each institution. No degree will be awarded until the entire program has been completed. At that time the student receives a B.S. in Pharmacy from MCP, and a B.S. in Chemistry from Simmons.

Licensure in Pharmacy requires 1500 hours of internship (practical pharmacy) plus a state board examination. This time is usually served before graduation in summer or academic-year jobs. MCP has adopted an a.m./p.m. course schedule which facilitates academic year internships.

The internships, for which students are paid, are carried out at pharmacies selected and approved by MCP. Both the state board and MCP monitor successful completion of the internship and evaluation of the student's performance by the registered preceptor. The state board examination is the final licensing procedure.

Interested students should talk with the chairperson of the Chemistry Department as early as possible in their programs. Early contact is helpful both from the point of view of advisement into the proper prerequisite courses and to identify the total number of potential double majors.

Admission to the program is limited with a maximum of six students per year to be accepted by MCP. Students will apply for admission to MCP during their junior year, through MCP's normal transfer-student admission process. Although MCP agrees to give qualified Simmons' students preference, it is their right to determine the final suitability of a student for entry into the professional Pharmacy program.

Other Programs

Computer Applications

Simmons students have access to a broad variety of digital computers from time-sharing terminals located at the Fenway campus. Students in the natural and social sciences make use of computers in conjunction with course work and may elect special work in computer-related areas of the field of concentration.

The following courses involving computer applications, offered by various academic departments, range from elementary to advanced levels. Full course descriptions may be found in the course listings of the respective departments.

Chemistry 101	Computer Appreciation/BASIC Programming
Economics 116	Mathematical Economics
Economics 117	Econometrics
Management 135	Management of Information Systems
Mathematics 146	Numerical Methods
Mathematics 176	Introduction to Fortran IV Programming
Mathematics 177	Systems Programming
Mathematics 189	Mathematics of Decision-Making
Psychology 345	Learning

In addition to the above courses, students may arrange for individual study in computer applications in psychology, mathematics, chemistry, and economics. The following courses are open only to students in the School of Library Science:

Library Science 485	Library Computer Systems
Library Science 686	Library Systems Analysis

Hebrew College

Courses in Hebraic language and literature, history, philosophy, and sociology may be elected for credit by qualified students.

Under the provisions of an inter-institutional agreement between Hebrew College and Simmons College, duly enrolled students at Simmons College may elect to include in their programs, for full credit, any courses normally offered by Hebrew College, subject to certain conditions, the details of which should be obtained from the Registrar. A Simmons College student desiring to pursue a course or degree program at Hebrew College must be recommended to the Registrar by her adviser or department chairman. The student will then be referred to Hebrew College, which reserves the right to determine whether the prerequisites for the course or program in question have been met and whether the student is fully qualified to pursue the course(s) elected.

The student enrolled in a double degree program at Simmons College and Hebrew College must satisfactorily complete a total of 160 semester hours of academic work of which no less than 64 semester hours may be taken at either institution over a period of no less than five years. A student wishing to enroll in more than 20 semester hours of academic work in any semester must have the ap-

proval of the Administrative Board prior to the beginning of that semester. A student intending to pursue the double degree must file her plan of study with the Registrar no later than the close of the second semester of her sophomore year.

Introductory and intermediate courses in Hebrew prerequisite for further study at Hebrew College are offered by the Simmons College Department of Foreign Languages and Literatures.

Graduate Programs

Graduate education has been offered at Simmons since the founding of the College. This year, more than 800 graduate students are enrolled in programs leading to the master's degree in library science, social work, management, education, Spanish, French, English, and children's literature. In the fall of 1974, a master's program in management especially designed for women was introduced. In 1977, a master's program in children's literature was instituted, sponsored by Simmons' Center for the Study of Children's Literature. The School of Library Science offers a Doctor of Arts program which emphasizes library administration. Except for the master's program in management, all graduate programs are coeducational. The graduate programs publish brochures or bulletins of information which are available through the individual program offices. For dates of application, admission procedures, dates of entry, full-time and part-time study options, consult the individual program bulletins.

General requirements for all master's programs are listed below. Under these broad stipulations, the programs vary somewhat in the time limits within which work must be completed, and semester hours required for the degree.

Applications and catalogs for the School of Library Science may be secured by writing to:

Administrative Assistant
School of Library Science
Simmons College
300 The Fenway
Boston, MA 02115.

Applications and catalogs for the School of Social Work may be obtained by writing to:

Admissions Office
Simmons College School of Social Work
51 Commonwealth Avenue
Boston, MA 02116.

For applications or further information about the programs listed below, write to the department at Simmons College, 300 The Fenway, Boston, MA 02115:

Department of Education
Department of English
Department of Foreign Languages and Literatures
Graduate Program in Management
Graduate Program in Children's Literature

The Degrees of Master of Arts, Master of Philosophy, Master of Arts in Teaching, or Master of Science

The conditions for obtaining the master's degree are as follows:

1. Every candidate for the master's degree must hold the baccalaureate degree from an accredited institution (with the exception of students in the graduate management program—see page 90).
2. The candidate must offer evidence of satisfactory completion of courses which are stated for entry into a program.
3. A satisfactory grade point average, stipulated by individual programs, is required.
4. The subjects elected must be approved by the school or departmental adviser.
5. Depending upon the program, the candidate is expected to complete from 28 to 36 semester hours in residence at Simmons. Part-time study is possible in all departments which offer graduate programs, and each department sets a reasonable time limit within which requirements for the degree must be completed. The fulfillment of all requirements for the master's degree must demonstrate the candidate's ability to meet high standards. It is understood that a student's connection with the College may be terminated whenever, in the judgment of the faculty, he or she has failed to show sufficient industry, scholarship, or professional aptitude.

The Degree of Doctor of Arts

For information on the School of Library Science's Doctor of Arts program for library administrators, see page 93.

Diplomas

Diplomas are granted to students who successfully complete the one-year programs in management, medical technology, or communications, the 24-month program in orthoptics, or the year and a half program in physical therapy, and who receive a quality rating similar to that required for the baccalaureate degree. Information about these programs may be found in the course description section of this catalog under the appropriate department.

Summer Courses

Summer courses for graduate students are offered by the School of Library Science, the Department of Education and the Committee for the Graduate Program in Children's Literature. The programs are described in the sections devoted to these fields, or in special summer session publications.

The Department of Education holds classes for members of its Master of Arts in Teaching program,

as well as for other qualified students who wish to transfer credit elsewhere. Graduate courses in education are offered for students in library science.

Fees for Graduate Division and for Post-Baccalaureate Programs

Bills must be paid before the student may attend any classes.

<i>Application Fee</i>	
Master's programs	\$20
Doctor of Arts program	\$25
<i>Tuition Fees, per semester hour</i>	
Social work annual tuition (full-time students)	\$3772
<i>Summer Programs Fees, per semester hour (1978)</i>	
Master's programs	\$119
Doctor of Arts program	\$119
<i>Residence Halls Room Fees</i>	
Single occupancy during the six-week summer session (1978)	\$252
Double occupancy during the six-week summer session (1978)	\$225
<i>Student Activities Fee</i>	
Library Science, per semester and summer session	\$3
Social Work, per semester	\$5
Graduate Program in Management, per semester and summer session	\$10
<i>Social Work Field Work Fee, per semester</i>	\$10
(required of all S.W. students enrolled in Field Work)	
<i>Graduation Fee</i>	
Doctor of Arts degree	\$75*
<i>Health Fee</i>	
The services of the Health Center are available to all graduate students upon payment of the Health Fee, provided written notification of inten- tion is sent to the Comptroller's Of- fice before September 1 by those students who wish to avail them- selves of the Health Center services	
	\$100

Scholarships for Graduate Students

A limited number of scholarships are awarded to students who have been accepted for admission into graduate programs. Information concerning scholarships and financial aid can be found in the respective graduate bulletins. Further financial aid information is available through the Simmons College Financial Aid Office.

Department of Education

The MAT Degree

The MAT programs admit present and prospective teachers with strong liberal arts backgrounds. Although intended primarily as a program for beginning teachers, experienced teachers with specific goals congruent to this program's resources are admitted.

The MAT programs require 32 semester hours of course work which may be completed in one summer session and one academic year. In the first semester of the regular academic year, students will normally take 16 semester hours of course work. In the second semester, they will be placed in schools as apprentice teachers, or, if experienced candidates, will combine appropriate field and course work. Students normally enter the program in late June, although by arrangement they may also begin in September or January. Part-time arrangements may also be made.

The program combines professional and academic courses. A professional course is selected from each of three areas: I. Philosophy of Education: The School and Its Social Foundations; II. Psychology and Human Development; III. Methods, Materials, and Curriculum. A course dealing with racism, sexism, and ethnicity is also required. In addition, academic and other professional courses are selected to fulfill individual objectives. Student teaching is ordinarily required, as well as a non-credit Professional Issues seminar.

Professional courses may be waived if the candidate has had comparable work as an undergraduate. When waivers are allowed, the candidate may take additional courses in field work or allied subjects. The waiver does not change the requirement of 32 semester hours for the degree.

Credit of up to eight semester hours toward the 32 semester hours normally required for the degree may be allowed, however, for graduate work completed at another institution, when that work is judged to be appropriate to the candidate's program.

The Elementary Teaching Program is open to candidates who wish to teach in open or traditional classrooms. Individual arrangements combining the elementary program with urban teaching, special education, supervision, or early childhood education may be planned with Departmental permission.

The Secondary Teaching Program is open to candidates who wish to pursue the following teaching specializations: English, French, Spanish, history, psychology, social studies, art, and biology. Programs for teaching chemistry, physics, and mathematics may also be arranged.

Admission. The applicant must have a baccalaureate degree from an accredited college and must submit scores on the Graduate Record Examinations or the Miller Analogies Test. The undergraduate record must give evidence of high academic achievement in the applicant's prospective teaching subject or subjects.

*Includes appropriate doctoral hood.

Preference will be given to full-time students, but part-time students may be admitted provided that they agree to complete the degree requirements within three years of registering as degree candidates.

The Master of Science in Home Economics Education

Although no new students are to be admitted to the Graduate Program in Home Economics Education, an adviser is available to assist students already matriculated in the program to complete their work for the M.S. degree.

The Master of Science in Special Education

The Master of Science in Special Education prepares students for approval, within the Commonwealth of Massachusetts, as Generic Special Teachers of School-Age Children with Mild Special Needs and Teachers of School-Age Children with Moderate Special Needs. The program will meet the requirements in several other states. However, students interested in preparing for such work in another state should consult the state education office to determine the requirements for that state. Graduate students interested in these programs should take note that state approval as a special teacher is contingent upon the applicant holding a Massachusetts elementary, secondary, special subject or support certificate.

Generic Special Teacher of School-Age Children With Mild Special Needs

The Generic Teacher serves children with special needs primarily through consultation with the regular classroom or resource room teacher and may also work with children on a one-to-one or small group basis. A candidate is required to have two years of regular class or special education teaching experience or its equivalent.

Course Requirements: The Generic Teacher program is designed for persons currently working in public schools. The required courses for the Generic Teacher Program are listed below.

Fall Semester 1

Education 326	Introduction to Individualizing Instruction: Observing and Recording Learners' Behaviors and Analyzing Tasks	2 sem. hrs.
Education 342	Analysis of Behavior: Principles and Classroom Applications	4 sem. hrs.

Spring Semester 2

Education 319	Issues in Special Education: Application of the Concept of Normalization in Mainstreaming	2 sem. hrs.
Education 441	Developing Basic Competencies, Identifying Eligible Learners and Implementing Individual Plans	4 sem. hrs.

Fall Semester 3

Education 437	Implementation of the Generic Role	4 sem. hrs.
Education 440	Generic Teacher Practicum 1	2 sem. hrs.

Spring Semester 4

Education 404	Evaluation of the Consulting Process	2 sem. hrs.
Education 443	Generic Teacher Practicum 2	4 sem. hrs.

An additional 8 credit hours must be taken with permission of the adviser.

For teachers preparing for the full consulting role:

Education 447	Applied Research in the Competency Based Service Model	4 sem. hrs.
Education 448	Developing the Generic Support Teacher Role	4 sem. hrs.

For other teachers:

8 credits of elective courses to be approved by the teacher's academic adviser.

In accordance with State requirements, the Simmons Special Education Program is competency-based. For this reason, in the case of transfer students, credit for course work will not be granted automatically. A student's competence in course work already completed elsewhere will be evaluated by Simmons staff and accepted where indicated.

Teacher of School-Age Children with Moderate Special Needs

The Teacher of School-Age Children with Moderate Special Needs works with children with special needs who require instruction and services outside of the regular classroom for some part of the day or a substantial part of the day. These are usually provided in a resource room setting or else in a special classroom. The program prepares the teacher to provide each child with the necessary skills to participate in a regular classroom and the community to the fullest possible extent.

Course Requirements: For a listing of required courses for this program, see Requirements for the Teacher of Children with Moderate Special Needs, as listed under Special Education on page 32, except for Student Teaching which is as follows:

Student Teaching: The following 8 week practicum is required:

Education 475	Teacher of Children with Moderate Special Needs Practicum
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Department of English

The Master of Arts

The master's curriculum is designed to provide one year's study that will supplement and consolidate the student's undergraduate work in literature, and allow some further specialization.

Admission requires a baccalaureate degree from an accredited college or university and a superior undergraduate record. Both men and women are admitted to the program on either a full- or part-time basis. The applicant for admission must submit an official transcript of the undergraduate record, and, at the request of the Department, a statement of purpose in seeking the degree, together with recommendations from three former teachers. An interview may be requested.

Students are admitted to this program in both September and January. It is desirable to apply well in advance of those dates.

The program of study is individually prescribed, the student being permitted to take certain courses in subjects closely adjacent to English *provided* these courses are directly relevant to a coherent plan of graduate work. It is expected that the candidate for the M.A. have competence in a language other than English, this competence being established by the successful completion of at least one course dealing with literary texts in that language. Ordinarily no master's thesis is required, though students may, by directed individual study or in seminars, write a thesis as a substitute for courses they would otherwise take.

The master's degree requires the satisfactory completion of 32 semester hours. The Department advises at least one course in Early English literature or Chaucer or Renaissance unless the student has had the equivalent. The remainder of the program is elected, after consultation, from courses best adapted to the student's needs and interests.

English and American Studies courses numbered in the 300's are especially suitable for master's candidates.

Except by special consent of the Committee on Graduate Studies, no more than eight semester hours of transfer credit for graduate study elsewhere can be allowed toward the master's degree.

The Master of Philosophy

The Master of Philosophy in English offers a year's advanced study of literature beyond the Master of Arts and provides a measure of specialization beyond that degree. Part of each student's schedule centers on some topic, area, period, or genre of personal interest—e.g., the relation of literature to the arts in a certain century, the modern American area, the 18th century, or the novel—this focus of interest being declared upon admission to the program. This special study is done individually under the direction of a member of the Departmental faculty. Before the degree is granted, the candidate takes an oral examination in the area or topic of concentration. As in the case of the Master of Arts, the student's total curriculum is arranged after full consultation and with due attention to the needs and purposes of the candidate. Courses in areas auxiliary to English are allowable *provided* they are

closely relevant to a coherent plan of graduate study.

Admission to the Master of Philosophy program ordinarily requires the previous completion, with distinction, of a master's degree in English, as well as competence in a foreign language as established by the successful completion of at least one course dealing with the literary texts in that language. Except by special consent of the Committee on Graduate Studies, no more than eight semester hours of transfer credit for graduate study elsewhere can be allowed toward the eight semester courses (32 semester hours) necessary for the Master of Philosophy.

Men as well as women are admitted to the Master of Philosophy program, and part-time study is permissible. The applicant for admission must submit official transcripts of all previous academic records and, at the request of the Department, a statement of purposes in seeking the degree, together with recommendations from former teachers. Students are admitted to this program at the beginning of both the fall and spring semesters, and are asked to apply well in advance.

Department of Foreign Languages and Literatures

The Master of Arts: French The Master of Arts: Spanish

The curricula in Spanish and in French are designed to provide one year of study that will strengthen the oral and written command of Spanish or French and consolidate the student's knowledge of the language's literature. The program of study will be planned by the individual student, with the assistance of an assigned faculty adviser, to suit the particular preparation and objectives of the student.

Admission requires a baccalaureate degree from an accredited college or university and a superior undergraduate record. Both men and women will be admitted, on a full- or part-time basis, to the graduate programs, which require the completion of 32 semester hours, i.e., eight semester courses. Although a master's thesis is not normally required, students are expected to complete a substantial research paper on a special topic in relation to one of the advanced courses.

For the Master of Arts in Spanish, it is recommended that the student elect at least five courses at the 300 level, with the remainder to be selected upon consultation with the assigned adviser from courses in related fields, such as another language taken as a minor.

The Master of Arts in French requires six courses in the field of concentration at the 300 level with the remainder to be selected upon consultation with the assigned adviser from courses in related fields such as English literature or another language.

Applicants for admission to the Master of Arts Program must submit an official transcript of the undergraduate record, a statement of purpose in pursuing the program, and three letters of recommendation from teachers or other persons well acquainted with the academic ability and performance of the candidate. This material should be received by the Chairman of the Department of Foreign Languages and Literatures by August 15 for the fall semester or by December 15 for the spring semester.

Interdisciplinary: Humanities

The Master of Arts in Humanities

The Master of Arts in Humanities Program is designed to give the student an individualized program of graduate study, interdisciplinary in its approach to literature, philosophy, and history. The program is open to both men and women on a full- or part-time basis.

Candidates for the degree must satisfactorily complete 32 semester hours, at least four of which must be in independent study, usually of an interdisciplinary nature. Each student's specific program of study will be individually planned with a faculty adviser, based on a written proposal in which the student has set forth his or her objectives in the program. This proposal is subject to the approval of an interdepartmental faculty committee.

More specifically, the proposal should present a central unifying theme to the student's planned course of study, along with a suggested sequence of courses and plans for independent study. The independent study component, while involving the offerings of two or more departments in the humanities area, should relate directly to the stated theme of the proposal. Proposals might involve such subjects as a literary genre, a problem in ethics or mores, a period of history, etc. A student may take certain courses offered by departments other than the humanities, provided they are directly related to the proposal.

Admission requires a baccalaureate degree from an accredited college or university, and a superior undergraduate record. Students will ordinarily have had a major in history, philosophy, foreign languages, or literature, although students with strong minors in these fields will be considered.

Applicants should submit an official transcript of the undergraduate record, letters of recommendation from three former teachers or academic employers, and the preliminary draft of a proposal. Students are admitted to the program in September and January, and it is desirable to apply well in advance of those dates. Although an interview is not required, it is strongly advised when possible.

Credit for graduate work done elsewhere will be considered only after the student has completed 16 hours of credit in the Simmons program. A maximum of eight hours of credit may be granted for such work.

The Master of Arts in Children's Literature

The Master of Arts in Children's Literature Program is offered by the humanities and education departments of the College, and is administered by the Center for the Study of Children's Literature. A complete description of the program, courses, and faculty of the program is available from the Center.

The program is designed to provide students who are or intend to be involved in teaching on a college, secondary, or elementary level, as well as in library work, editing, publishing, and affiliated fields an opportunity to specialize.

Admission to the Master of Arts Program in Children's Literature requires a baccalaureate degree from an accredited college, preferably with a major in English and American and/or comparative literature, but the program is also open to students with majors in elementary or secondary education, fine arts, and the social sciences who have done substantial work in English. Candidates should submit with their application a statement of purpose in seeking the degree, and the results of the Miller Analogies Test or the Graduate Record Examinations. Although an interview is not required, it is recommended. Students usually begin the program the summer of an institute year or the fall semester, but will be accepted in January, on a full- or part-time basis. Providing space is available, non-degree as well as degree candidates in other fields will be admitted to courses. Part-time students must agree to complete the degree requirements within three years of registration as degree candidates. A maximum of eight semester hours of transfer credit will be allowed toward the degree. All inquiries should be addressed to the Center for the Study of Children's Literature.

Degree Requirements. Thirty-six credits are required for the degree which may be completed in one academic year and one summer. Twenty-four credits are required from core offerings, with remaining courses preferably from such electives as English, education, communications, history, psychology, and philosophy. A candidate for the degree must submit a thesis or project in a form approved by his or her adviser as a part of an independent-tutorial course requirement the second semester. The thesis can be a monograph, a series of essays, or a bibliographical compilation, and should have a scholarly orientation. The project can be in the area of curriculum development or literature education. Students may select the project option or the thesis option, depending on educational background and orientation. Students are expected to demonstrate a reading competency in a language other than English, and are encouraged to participate in activities related to the Center for the Study of Children's Literature.

Course Requirements. Courses in Children's Literature are open to graduate students who have been admitted to the Children's Literature program administered by the Center for the Study of Children's Literature. Graduate students may also enroll on a single course or institute basis. Graduate students in other fields may enroll with permission of their school or department. Undergraduate students may enroll under the regulations prescribed by the College. All courses carry four semester hours. See the Bulletin of the Center for the Study of Children's Literature for course descriptions.

Education 366	Survey of Children's Literature (see p. 36)
Children's Literature 401	Criticism of Literature for Children
Children's Literature 402	Art and Text in Children's Books
Children's Literature 410	Folklore and the Oral Tradition

Children's Literature 411	Victorian Children's Literature
Children's Literature 412	History of American Children's Literature
Children's Literature 413	Modern Realism and Historical Fiction
Children's Literature 414	Themes and Protagonists in Modern Fantasy
Children's Literature 430	Writing for Children
Children's Literature 432	Eliciting Response to Literature
Children's Literature 450	Project-Thesis Tutorial
Children's Literature 470	Summer Institute in Children's Literature

Department of Management

The Master of Arts

The master's program in management is a new concept designed to meet the growing need of business, industry, and non-profit organizations for competent women managers. Simultaneously, it seeks to meet the needs of individual women who more than ever are finding careers in management open to them. The program requires 45 semester hours of course work, which may be completed in one academic year plus one summer session for students attending full-time. For those attending on a part-time basis, the program may be completed in two years.

The program emphasizes the acquisition of functional competence *and* the development of behavioral insight and skill. The latter emphasis is reflected in the program's distinctive behavioral component which centers on three issues: women's traditional view of themselves, their role, and their place; men's attitudes and assumptions at a critical operational level, middle management; and organizations—the existing culture of beliefs and assumptions, the climate of day-to-day relationships, the accepted system of implicit and explicit rewards, and the structure of roles and relationships hitherto accepted as appropriate only for men.

This fundamental shift in emphasis and its concentration at a critical management level for women, middle management, distinguishes the Simmons program from traditional graduate programs in business administration.

The Curriculum

The master's program curriculum develops in two parallel streams. One stream is concerned with structural, psychological, and behavioral issues, and the other with the functional areas of management concern; quantitative analysis, economic analysis, information systems, finance, accounting and control, operations management, and market-

ing. The two streams are tied together by integrative courses which confront the issue of managing individuals and their work in a deeper and more comprehensive way than a traditional graduate emphasis on marketing or finance, for example, permits. Individual course descriptions are given in the Graduate Management Program catalog.

Admission

Two types of students will be considered for admission: those possessing a bachelor's degree or higher and those who do not hold a degree but who can present a significant record of professional accomplishment. Anyone uncertain about qualifying for admission is encouraged to contact the Program Office. All applicants are required to submit their scores in the Graduate Management Admissions Test and are expected to have performed satisfactorily on both the quantitative and qualitative sections of this examination. Both types of students will be accepted for either full-time or part-time study. As in other Simmons graduate programs, both qualified men and women applicants can be admitted.

All inquiries are welcome and requests for further information and applications should be addressed to the Office of the Graduate Program in Management.

Special Programs in Management

Middle Management Program

The Middle Management Program is an intensive 10-week program for company-sponsored women who are at the level of middle management in their sponsor organizations. It has been adapted from Simmons' Graduate Program in Management and was developed to help business and industry broaden the managerial skills of their women employees. The MMP increases the emerging middle manager's competence in accounting, finance, marketing, production, and information systems. An overall emphasis on planning and decision-making enables participants to apply the functional skills to more diverse responsibilities in their sponsoring companies.

The case method is the primary teaching tool of the MMP. A unique group of cases, prepared by Simmons' Institute for Case Research and Development and featuring women in managerial roles, helps participants gain new insights into their own behavior in a business environment.

With this special orientation, in addition to a rigorous program in the functional skills, the MMP offers companies a way to increase their numbers of women managers and to help them succeed in handling more complex management responsibilities.

NABW/Simmons Baccalaureate Degree Program

The NABW/Simmons Baccalaureate Degree Program in Management is planned for the woman, fully employed in the financial community, who is unable to participate in a full-time undergraduate program. Co-sponsored by the National Association of Bank Women, it is a unique program with a focus designed especially for women in management.

Basic management theory and organizational courses, paying particular attention to the woman

in today's banking organization, are incorporated into a series of two-week, in-residence Management Institutes (over a three-year period). Regular liberal arts and elective courses may be taken elsewhere, and credit transferred to Simmons. Thus, non-local students may earn the B.S. degree from Simmons, while continuing to develop their banking careers in their respective working environments.

Other unusual aspects of this degree program include: (1) an individually assisted admission process; (2) a system of accrediting prior learning, and (3) a faculty advising program which assists in the design of an individualized program of study.

Department of Nursing

The Master of Science in Primary Health Care Nursing

The Master of Science in Primary Health Care Nursing Program* is designed to prepare nurses for expanded roles to improve and extend the delivery of primary health care. This program is a collaborative program of Simmons College Department of Nursing and the Peter Bent Brigham Hospital Ambulatory Nursing Services. Peter Bent Brigham Hospital, a major teaching hospital, has been actively involved in the education and employment of nurse practitioners since 1972. It offers clinical experiences and supplementary educational experiences in Adult Health Care. The combination of the educational facilities of Simmons and clinical facilities of the Hospital utilize effectively resources of both institutions in preparing Adult Nurse Practitioners to deliver primary health care.

The Graduate Program in Primary Health Care Nursing will prepare primary care nurse practitioners who are able to: 1) Synthesize the knowledge from the behavioral and natural sciences in giving primary health care to people in the community; 2) Integrate and apply the skills of history taking, physical examination, planning and maintaining health care regimes; 3) Manage and evaluate health care of individuals in the community: a) to promote health, maintain wellness, give therapeutic care and rehabilitate those with disabilities; b) to use professional judgment in consulting with and/or referring individuals to physicians and other appropriate primary care professionals; 4) Evaluate effectiveness of community services designed to meet primary health care needs of the population; 5) Collaborate with other health professionals and consumers to effectively change patterns of health care and promote effective social policy legislation;

*This program is supported in part by a Nurse Practitioner Grant, No. 1D24NU00064-01 from the Division of Nursing, Bureau of Health Manpower, Health Resources Administration, Department of Health, Education and Welfare.

6) Assume a professional leadership role through increased accountability and responsibility for improvement of primary health care; 7) Utilize evaluation and research methods to improve the delivery of primary health care.

Candidates for the Master of Science Degree in Primary Health Care Nursing must satisfactorily complete a minimum of forty semester hours, including the following core courses:

		sem. hrs.
Nur. 402	Concepts and Skills in Health Assessment	4
Nur. 480	Management in Primary Health Care I	8
Nur. 482	Management in Primary Health Care II	8
Nur. 404	Normal and Abnormal Human Physiology	4
Nur. 406	Research Methods and Evaluation	4
Nur. 490	Seminar in Primary Health Care Nursing	4
	Total:	32

Additional courses would include courses chosen from

Nur. 450	Independent Study and/or Electives	Total: 40-44
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Admission. Admission to the Master of Science Program in Primary Health Care Nursing requires a baccalaureate degree from a National League for Nursing accredited nursing program** and license to practice in one of the United States. Consideration will be given to students with two years or more of nursing experience, one of which is in a community health agency or ambulatory primary care facilities. Candidates will be required to submit: a) official transcripts of their previous academic work, b) three letters of recommendation from professional persons who are well acquainted with their professional performance, c) scores on the Graduate Record Examination, and d) a current statement of the candidate's satisfactory health status from her physician. Candidates are required to have a personal interview and to submit a written statement of her/his purpose in taking the program. The candidate is required to have had a course in basic statistics prior to admission. The candidate must carry satisfactory coverage of Registered Professional Nurse Liability Insurance.

As in other Simmons College graduate programs, both qualified men and women applicants may be admitted. Preference is given to full time students. Part time students may be admitted only if there are clinical placements available and there is assurance that the student will complete her program by August, 1980.

For further information and application, write to the Office of the Graduate Program in Primary Health Care Nursing, Department of Nursing.

School of Library Science

The School of Library Science offers professional programs for qualified college graduates, both men and women. One program, fully accredited by the Committee on Accreditation of the American Library Association, leads to the degree of Master of Science upon the completion of 36 semester hours of graduate courses taken in the School of Library Science, Simmons College. The School also offers an advanced program for librarians in service leading to the degree of Doctor of Arts.

The library profession affords a broad range of opportunities in differing specializations and types of libraries—opportunities which vary from scholarship to administration, from service to children, young people, and adults, to work with research specialists. Accordingly, the School of Library Science, in its Master of Science program, provides a full range of elective specializations to meet the interests of those who wish to work with children in schools and public libraries, in other areas of public, college, and university libraries, and in special libraries. Fundamentally, librarianship deals with books and other materials which cover every subject and which the librarian must relate to people of all ages and degrees of education. This requires a considered awareness of the significance of the library in both the local community and society at large. It also requires ability to judge books in terms of the needs of the individuals who use them. Those who like people, as well as books, will find librarianship a rich and satisfying profession.

While a general education is an essential foundation for the study of library science, a subject interest that has been developed through adequate academic preparation frequently has direct application in the library field. The existence of numerous special libraries and special collections in general libraries offers attractive opportunities for those who have specialized in the social sciences, the physical and biological sciences, the fine arts, and other subject areas.

The catalog of the School contains detailed information regarding admission and degree requirements, course offerings, financial aid, and other related material, and should be consulted by those contemplating graduate study in library science at Simmons College. Copies of the catalog, the schedule of classes, the summer session announcement, and application forms may be obtained from the Administrative Assistant of the School of Library Science.

Master of Science Program

Candidates for admission to the Master of Science program must offer assurance of capacity for graduate work. All applicants must hold a baccalaureate degree in the liberal arts or sciences from an accredited college or university. Those who are graduates of institutions where a system of letter grades is employed are expected to have achieved at least a B average in their final two years of undergraduate work in their major field of study. In addition, applicants are expected to have achieved at least a B— average in their overall preparation. A reading knowledge of at least one modern for-

**In exceptional circumstances this requirement may be waived.

eign language is required of all students in the School. This requirement is normally met by satisfactory completion of two semesters of a college course in a modern foreign language at the intermediate level. Alternatively, the requirement may be met by passing a proficiency examination that demonstrates an equivalent level of language competence. All candidates must present a minimum of three full academic years (96 semester hours) of creditable undergraduate work in the liberal arts and sciences, exclusive of professional courses. Certain candidates may, at the option of the School, be requested to submit scores from the Aptitude Test portion of the Graduate Record Examination. All candidates are encouraged to take this examination and to submit their scores as part of the application process.

Application for admission to the Master of Science program is made on a form obtained from the Administrative Assistant of the School of Library Science. A \$20 application fee, which is not refundable, official transcripts of the college record and a statement of graduation, a report of health on forms provided by the School, personal recommendations, and, whenever required, a personal interview with a representative of the School, complete the application for admission.

Applicants for the Master of Science program are urged to file their applications, with supporting documents, well in advance of the session in which they wish to begin study, in order to insure proper consideration of their credentials. *It should be noted* that applications must be completed no later than April 1 for the summer session, July 1 for the fall semester, and November 1 for the spring semester. Applications that are completed after the above deadlines will be set aside and considered for later academic sessions. Applicants should also understand that no consideration can be given to their applications until *all required supporting credentials*, including the health certificate, have been received. Accordingly, the School cannot assume responsibility for processing applications unless *all documents* are in hand by the deadlines indicated above.

Both full-time and part-time students may begin their studies with the summer session, the fall semester, or the spring semester. Classes are offered during regular daytime hours, late afternoons, and evenings; the admission requirements and instructional standards are identical. Courses equivalent to the one-year program are also offered in a series of summer sessions to qualified men and women. The entire program may be completed in four to five summers or by a combination of summer and term-time courses.

The Doctor of Arts Program

In January 1973 the Corporation of Simmons College authorized establishment of a new program in the School of Library Science leading to the degree of Doctor of Arts with a specialization in library administration. The objective of the Doctor of Arts program at Simmons College is to provide experienced librarians with intensive advanced preparation for administrative and supervisory careers in libraries and information centers. The Doctor of Arts degree has in recent years become an alterna-

tive to the Ph.D. in a number of academic disciplines due to higher education studies such as those sponsored by the Carnegie Foundation. Simmons College, however, is believed to be the first to offer the new credential in librarianship.

The Doctor of Arts program is based upon the conviction of the faculty of the School of Library Science that advanced study in preparation for higher level administrative responsibility should focus on specialized knowledge directly applicable to the operational concerns of libraries. The aim of the program is to provide an opportunity for an individualized program of systematic study that is interdisciplinary in character and centers on the application of sound principles of modern management to the solution of library administrative problems. In contrast with programs leading to the Ph.D. or D.L.S., the Doctor of Arts degree program is intended exclusively for those planning careers in library administration. It is not a "research" degree, and does not, therefore, include a dissertation requirement. Within the program, students may choose from among public library administration, academic library administration, special library administration, or school media center administration as areas of specialization.

Minimum Requirements for Admission to the Doctor of Arts Program

All candidates for admission must hold a baccalaureate degree from an accredited institution with an appropriate distribution of liberal arts. They must, in addition, hold a master's degree from a program in library science accredited by the American Library Association or a master's degree in educational media from an accredited institution. Moreover, all candidates must hold a master's degree in a second relevant subject or offer evidence of equivalent academic preparation as deemed an acceptable substitute by the Committee on Doctoral Study. All three degrees should reflect a high quality of academic performance through the presentation of a superior academic record.

Candidates for the Doctor of Arts program must give evidence through a written statement that their professional goals are consistent with the goals of the program. It is expected that all candidates will present a background of several years of library experience, including supervisory or administrative experience. An interview with the Committee on Doctoral Study will be required and appropriate testimonials to the professional competence of the applicant will be requested as well as a satisfactory report of health on forms provided by the College.

A candidate for admission to the Doctor of Arts program for whom English is not the native tongue must achieve a satisfactory score on the English Proficiency Test administered by the English Language Institute of the University of Michigan.

Since enrollment in the Doctor of Arts program is limited, admission is on a selective basis. Candidates must understand that meeting the minimum requirements set forth above does not, in itself, assure admission to the program.

Application for admission to the Doctor of Arts program is made on a form obtained from the Administrative Assistant of the School of Library Sci-

ence. A \$25 application fee, which is not refundable, official transcripts of all academic work currently in progress or completed, a satisfactory report of health on forms provided by the College, professional recommendations, a personal statement of professional career goals in relation to the goals of the Doctor of Arts program, and a personal interview with the Committee on Doctoral Study complete the application for admission. Certain candidates may, at the option of the School, be requested to submit scores from the Aptitude Test portion of the Graduate Record Examination. All candidates are encouraged to take this examination and to submit their scores as part of the application process.

Courses

Courses in library science are open only to graduate students who have been admitted to the School of Library Science. See the catalog of the School of Library Science for course descriptions.

Master of Science Program

- L.S. 402 Current Issues in Library Management
- L.S. 406 Organization and Administration of School Media Centers/School Libraries
- L.S. 407 Reference Methods
- L.S. 408 Bibliographic Methods
- L.S. 409 Literature of the Social Sciences
- L.S. 410 Service to Adults
- L.S. 411 Intellectual Freedom and Censorship
- L.S. 413 Literature of the Humanities
- L.S. 414 Organization and Administration of Special Libraries
- L.S. 415 Organization of Knowledge in Libraries
- L.S. 416 Organization of Non-Print Materials
- L.S. 417 Advanced Cataloguing and Classification
- L.S. 418 Technical Services
- L.S. 420 Modern Publishing and Librarianship
- L.S. 424 The Film in Communication
- L.S. 428 Government Documents
- L.S. 432 Research Methods
- L.S. 434 Medical Librarianship
- L.S. 435 Music Librarianship
- L.S. 436 Art Librarianship
- L.S. 437 Legal Bibliography
- L.S. 438 Archives Management
- L.S. 450 The Urban Library: Clients and Organization
- L.S. 451 The Urban Library: Field Research
- L.S. 468 Communication Media and Libraries
- L.S. 470 History of Visual Communication
- L.S. 472 The Experience of Management
- L.S. 481 Libraries, Contemporary Issues, and the Child
- L.S. 482 Library Programs for Children
- L.S. 483 Libraries, Contemporary Society, and the Adolescent
- L.S. 484 Literature of Science and Technology
- L.S. 485 Library Computer Systems
- L.S. 486 Library Systems Analysis
- L.S. 487 Information Science
- L.S. 490 International and Comparative Librarianship
- L.S. 500 Advanced Independent Study

Doctors of Arts Program

The following courses are open only to graduate students who have been admitted to the Doctor of Arts program or hold postgraduate standing. They may also be open, with permission of the instructor, to students who have achieved candidacy for the Master of Science degree.

- L.S. 600 Supervised Study
- L.S. 602 Public Libraries: Radical Perspectives for Change
- L.S. 603 Academic Libraries: Radical Perspectives for Change
- L.S. 632 Research Methods
- L.S. 642 Applied Statistics for Library Management
- L.S. 666 Advanced Problems in School Media Center Administration
- L.S. 686 Library Systems Analysis
- L.S. 692 Contemporary Management Theory
- L.S. 699 Supervised Field Research

Faculty

Robert D. Stueart, Ph.D. *Professor of Library Science and Dean of the School of Library Science*

James Michael Matarazzo, S.M., A.M. *Associate Professor of Library Science and Assistant Dean for Student Affairs, School of Library Science*

††† **Ching-chih Chen, Ph.D.** *Associate Professor of Library Science and Assistant Dean for Academic Affairs, School of Library Science*

Josephine Riss Fang, Ph.D. *Professor of Library Science*

Kenneth Raymond Shaffer, A.B., B.S. *in L.S. Professor of Library Science*

A. J. Anderson, S.M. *Associate Professor of Library Science*

†† **James Carroll Baughman, Ph.D.** *Associate Professor of Library Science*

Juan R. Freudenthal, Ph.D. *Associate Professor of Library Science*

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Richard Phillips Palmer, Ph.D. *Associate Professor of Library Science*

Caroline M. Coughlin, Ph.D. *Assistant Professor of Library Science*

Patricia G. Oyler, Ph.D. *Assistant Professor of Library Science*

Nancy Peace, A.M.L.S. *Assistant Professor of Library Science*

Arley L. Ripin, M.L.S. *Assistant Professor of Library Science*

Samuel Goldstein, A.M., S.M. *Adjunct Assistant Professor of Library Science*

Judith B. Yenawine, Ed.M. *Administrative Assistant, School of Library Science*

S. Frances Berger, A.B. *Assistant to the Dean, School of Library Science*

Therese Antoinette Black, A.S. *Secretary, School of Library Science*

M. Madeleine Healy *Secretary, School of Library Science*

Catherine M. Leary *Secretary, School of Library Science*

Joy J. McPherson, M.L.S. *Librarian, School of Library Science*

Lorig Maranjian, A.B. *Assistant Librarian, School of Library Science*

†† On leave of absence first semester 1978-79

††† On leave of absence second semester 1978-79

School of Social Work

General Statement

The School of Social Work offers a two-year graduate program that prepares qualified men and women for the professional practice of social work, with particular competence in the application of the social casework method. The School aims to produce graduates who possess the knowledge, skills, and philosophy of social work, integrated and balanced in such a way as to enable them to function successfully in beginning social work positions and to continue to grow in ability and responsibility in future practice.

The School program includes learnings acquired through both classroom and field work instruction in social work methods, social work practice, human growth and development, social policy and services, and research. Such learnings are derived from social work itself and from the related fields of medicine, psychiatry, and the social sciences. Emphasis in both years is placed on the values system of social work, the conceptual basis for social work practice, and the various methods social workers use in rendering services to people. Classroom content is reinforced, supplemented, and tested through the student's concurrent experience in carrying out social casework responsibilities in community social agencies and institutions selected as training centers.

The School, in cooperation with the Placement Office of Simmons College, assists in the placement of its graduates. A survey conducted in October 1976 of persons who graduated from the School in May 1976, showed that 86.3% were employed and, of that group, 88.8% were working full-time. Through a review done in June 1977 of the 1976 graduates, it was learned that 94.6% were employed.

Admission

In recent years the number of qualified applicants has greatly exceeded available openings. The School sets the following requirements for admission, some of which may be waived in very special situations:

1. Graduation from an accredited college.
2. Evidence of the applicant's intellectual capacity to carry academic work at the graduate level. At least a 3.0 average in undergraduate work is required for admission.
3. Evidence of the applicant's personal qualifications for social work such as emotional stability, maturity, and the capacity and desire to form helping relationships.
4. Candidates are expected to have explored the field of social work and social work education. Experience in service to people might have been obtained through summer employment, field experience in relation to course work, volunteer work during or after college, and/or full-time employment in the human services after graduation from college.

It is desirable that applicants for admission have a balanced liberal arts education, with study in the social sciences included, at the undergraduate level.

Minority Group Students

Mindful of the value to the School and to the community of increasing the numbers of minority group students and graduates, the School has taken the position of especially welcoming applications from black, Spanish-speaking, and other minority group candidates. A conscious administrative effort is made to give special attention and consideration to requests for information and applications from persons from all minority groups. Both full-time and part-time students are encouraged to apply.

Foreign Students

The School has a history of admitting selected students from other countries. Applicants should carefully consider whether the School's curriculum, with its special emphasis on the casework method, prepares them suitably for work in their own countries. Applicants must meet the stated requirements for admission and must have a firm plan for financing their education and their living in the United States. Applicants are expected to read, write, and speak English fluently. The TOEFL (Test of English as a Foreign Language) examination is required.

Degree

Two full academic years in residence are required for the Master of Social Work degree, unless the student has satisfactorily completed the first year in a School of Social Work that is a member of the Council on Social Work Education. A minimum of 52 semester hours is required for the degree. Candidates must demonstrate the ability to meet a high professional standard in fulfilling the requirements for the degree. All work must be completed in four calendar years. See also the section on page 85 entitled "The Degrees of Master of Arts, Master of Philosophy, Master of Arts in Teaching, or Master of Science."

A catalog giving more detailed information may be obtained by writing to the Admissions Office, Simmons College School of Social Work, 51 Commonwealth Avenue, Boston, Massachusetts 02116.

Courses

I. Theory and Practice

Casework Sequence

- | | |
|-------------|---|
| SW 421-0 | Social Casework |
| SW 423-2 | Therapeutic Intervention with Children |
| SW 424-0 | Seminar in Social Casework |
| SW 425-2 | Family Treatment |
| SW 426-1, 2 | Group Treatment |
| SW 427-2 | Clinical Diagnosis as Related to Individual Therapy with Children and Adolescents |
| SW 432-2 | Basic Supervision |
| SW 433-2 | Child Welfare—Social Work Treatment Interventions |
| SW 456-1 | Methods of Prevention |

Human Behavior Sequence

- SW 411-0 Human Behavior and the Social Environment
SW 412-2 Small Group Dynamics
SW 414-1 Clinical Psychopathology
SW 415-2 Psychosocial Aspects of Medical Illness
SW 416-1 Behavior Pathology of Childhood
SW 417-2 Emotional Disturbances of Adult Life
SW 418-2 The Family and Its Dysfunctions
SW 420-2 Psychodynamics of Severe Disturbances

Research Sequence

- SW 441-1 Social Work Research
SW 442-0 Seminar in Social Work Research

Social Policy Sequence

- SW 401-0 Social Policy and Services
SW 405-1, 2 Dynamics of Organizational Change
SW 410-2 Community Mental Health
SW 450-1 Family Law, Marital Relationships, and Social Work
SW 451-2 Family Law, Parent-Child Relationships, and Social Work

Dynamics of Racism

- SW 409-1 Dynamics of Racism

II. Field Work

- SW 446-0 Year I Field Work
SW 447-0 Year II Field Work

Faculty

Meyer Schwartz, M.S.S.A.

Dean of the School of Social Work, Professor of Social Work, and Project Director of Child Welfare Program

Diana Pollard Waldfogel, M.S.W.

Associate Dean and Professor of Social Work

Ethel Dorothy Walsh, S.M.

Professor of Social Work

Anne Soloveichik Gerber, A.M., S.M.

Professor of Social Work and Chairperson of Social Policy Sequence

Helen Zarsky Reinherz, S.M., M.S.Hyg., Sc.D.

Professor of Social Work, Chairperson of Research Sequence, and Project Director, Identifying Preschool Children at Risk

James Mendrick McCracken, Jr., S.M.

Professor of Social Work and Chairperson of Field Work Sequence

Sophie Freud Loewenstein, S.M., Ph.D.

Associate Professor of Social Work and Chairperson of Human Behavior Sequence

Elizabeth C. Lemon, Diploma, Smith college

Associate Professor of Social Work and Chairperson of Casework Sequence

Millicent N. Hill, M.S.S.

Associate Professor of Social Work and Coordinator of Dynamics of Racism Courses

Iris Ruggles MacRae, S.M.

Associate Professor of Social Work and Director of Extended Program for Parents with Dependent Children

Lois Diesing, S.M.

Associate Professor of Social Work

Priscilla Mullen Riley, M.S.W.

Assistant Professor of Social Work and Project Director, Community Mental Health Training Program

Deborah A. Kelfer, Ph.D.

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Joseph M. Regan, M.S.W.

Assistant Professor of Social Work Research

Barbara G. Berkman, M.A., D.S.W.

Lecturer in Social Work Research

Sandor E. Blum, D.S.W.

Special Instructor in Family Treatment

Lillian Pike Cain, S.M.

Special Instructor in Social Work Research

Franklin C. Curren, M.D.

Special Lecturer in Clinical Psychiatry

Melvin Delgado, Ph.D.

Special Instructor in Social Work Research

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Special Instructor in Social Work

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Special Lecturer in Medical Issues

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Hannah Zalinger, S.M.
Coordinator of Parent Interviews, Identifying Preschool Children at Risk

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Martha Gorovitz Waldstein, M.S.S. *Associate Professor of Social Economy, Emeritus*
Joel S. Weinberg, D.Ed. *Professor of Education, Emeritus*
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Thelma Marcus, B.S. *Secretary and Research Assistant*

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Nancy Stoll, M.A. *Director of Residence*
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Jennifer Skeele, B.A. *Head Resident, Dix Hall*
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Juliette Walker *Head Resident, North Hall*

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John S. Robinson, Ph.D. *Coordinator*
Stephanie Wallach, M.A. *Assistant*
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Cheryl Quist, B.A. *Director*
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John Hunter, Ph.D. *Consultant*

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Ann Shaw, B.A. *Director*
Christina Gruccio Vouros, B.A. *Secretary*

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Toshie Mancuso *Secretary*
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Anne Jardim, D.B.A. *Co-Director*

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Jennie King, M.A. *Coordinator*

Joan Donohue, B.S. *Program Secretary*

Kathleen Fillipone *Faculty Secretary*

Carol Berman, M.Ed. *Director of the Associates
Program*

Arva Clark, B.A. *Case Writer/Researcher*

Sherrie Epstein, B.S. *Case Writer/Consultant*

Awards and Prizes

Edward H. Addelson Foreign Study Award, to a student nominated by the Department of Foreign Languages and Literatures on the basis of scholastic achievement.

Alumnae Award for Academic Achievement, to a senior distinguished as to scholarship who comes recommended by the department in which she is enrolled as the most promising in her chosen field.

Alumnae Honor Award, to the senior who most nearly approximates the ideal Simmons student by combining scholarship, participation in student activities, contribution to college life, and general all-round excellence.

Allen Douglass Bliss Memorial Award, to that fourth-year student, recommended by the Department of Chemistry, whose academic achievement and promise in the field of chemistry are highest among her classmates specializing in this science.

Jean Bratton Award, to a senior of superior intellectual and human quality who is concentrating in language and literature.

Jessie Bancroft Cox Prize in Communications, to the senior who in the judgment of the faculty of the Department has demonstrated the greatest professional promise in the field of publication.

Mariana Evans Creel Award, to the outstanding graduating student in journalism.

Crown Zellerbach Foundation Award, to a student who, on the basis of her achievement and promise, is expected to contribute most significantly to society as a whole and to her field of endeavor in particular.

Danielson Memorial Award, awarded to an outstanding resident junior, to be applied to her residence charges for the senior year.

Stephen R. Deane Award, to the senior psychology concentrator(s) who best exemplify those qualities of academic excellence for which Dr. Deane stands.

Beatrice Gannon Award, to the senior in the Department of Management selected for outstanding scholarly achievement.

King C. Gillette Award, to the graduating senior in the Department of Management who best exhibits those qualities of leadership, scholarship, service, and character which are usually associated with professional and personal success.

Hodgkinson Achievement Award, to an outstanding member of the graduating class, specializing in retailing, selected for outstanding scholarly achievement.

Palmer Award, to the senior who has been a superior student in the humanities and social sciences, and who has made a significant contribution to extracurricular activities in the area of intergroup relations.

Prince School Founder's Prize, to the outstanding member of the graduating class in the Prince Program in Retail Management.

Robert Rankin Award, to the senior who best displays the qualities of friendliness, understanding, and interest in her fellow men which were evident in Dr. Robert Rankin.

Helena Rubenstein Scholarships, for outstanding senior students in the fields of chemistry, business, or retailing administration.

Marjory Stimson Honors Award, established by the Nurses Club of Simmons College in honor of Miss Stimson, for many years a member of the faculty of the Department of Nursing. It is awarded to a senior who is distinguished as to scholarship and who comes recommended by the Department of Nursing as one of the most promising in her chosen field.

Catherine Jones Witton Memorial Award, to the outstanding senior specializing in biology.

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